

Fees rise damaging overseas relations

by John O'Leary

The proposed increases in overseas students' tuition fees are damaging Britain's relations with some friendly nations, the British Council told a Commons Select Committee this week.

Tony Sherwood, assistant general secretary of the council, cited France, Malawi and Singapore as examples of countries reacting most strongly to the Government's introduction of full cost fees. He told the Select Committee on Overseas Development: "Their reaction could well be described as political in the sense that there would seem to be an impediment to good relations between Britain and these countries."

Other European countries, notably Italy and Luxembourg, were dissatisfied over the discrepancy between the treatment of British students abroad and the new conditions and costs for their students.

Meanwhile, some of the poorer countries would be priced out of the market completely, said Mr Sherwood, and the new fees would prove a formidable and effective deterrent. Numbers from the Indian sub-continent had already

diminished substantially and other countries, such as Cyprus, with traditional links with Britain would no longer be able to afford the fees.

The council's representatives all around the world were encountering varying degrees of concern and dismay at the new policy. Overall, it anticipates a drop of some 20 per cent.

Only those sponsored by the United Nations and other aid agencies are likely to show an increase next year, it thinks. Mr Sherwood agreed with Mr Frank Howley, Labour MP for Hove, that this meant Britain was "cushioning in on other people's aid programmes."

Mr Martin Kenyon, director of the Overseas Students Trust, told the sub-committee there had been a lack of knowledge by government departments and the effects of the increases had not been considered. "We would like to see a policy that is constructed on the basis of information that any coherent policy maker would need to make rational decisions," he said.

Staff of the London University Institute of Education department of education in developing countries said there was a danger that their department might close as a result of the new fees.



Carl Pearson, field officer of Third World First accepts a £500 cheque from Pete Silkin, executive member of the National Union of Students. The cheque, for money raised at the recent NUS conference, is for the solidarity group's Kanuchea fund, raised by students which is expected to reach its £30,000 target shortly.

AUT fights to keep Russian

The Association of University Teachers is to press vice-chancellors to urge the withdrawal of the university Grants Committee report on Russian studies.

In what it describes as "a series of deficiencies with proposals to axe courses in Russian studies and phase out 13 unacceptable to members."

The association says the report is poorly argued, slanted, and entirely unworthy of the university Grants Committee.

It is calling on staff to write reports on a number of points. "No survey was made of the function of the courses in the AUT," it says.

The AUT also argues that the report should have taken account of the number of undergraduates in the number of undergraduates. It criticizes the report for failing to estimate likely demand for staff/student ratios.

Another failing is that it does not provide a list of the quality of Russian teaching in small departments.

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Two NELP faculties threatened with closure

by David Jobbins

Unions are preparing to fight plans for a radical reshaping of North East London Polytechnic which will mean the end of its humanities and environmental studies faculties and the closure of three major departments.

The proposals, drawn up by a working party of governors including polytechnic director Dr George Brown, are due to be discussed by the polytechnic's external relations division.

Already two faculties have been threatened with closure. Humanities voted 99 against with one abstention and business turned it down by 65 votes to none.

Ms Jean Bocock, NATPE's assistant secretary for higher education, warned the proposals would leave a highly imbalanced polytechnic: "It will leave very little arts or social science if the plan is carried out. It is not just a matter of opposing the plan for the sake of saving jobs. It is an attack on the total higher education service."

The plans involve pulling out of Waltham Forest, one of the three funding boroughs, completely. With the breaking up of the environmental studies faculty, the departments of architecture and land surveying would move to West Ham and the civil engineering and general surveying to Barking.

Under the plan, all the humanities courses would cease with the exception of education.

The plan suggests that student-staff ratios should be raised from the Delany norms of 8.5:1 for laboratory-based courses and 10.2:1 for library-based courses to 10:1 and 12:1 respectively.

The report does not quantify the savings in jobs which could be achieved. But Dr Brown informed the working party that if the increased SGRs were applied the net saving could be 100 jobs. Unions heavy, hints dropped by ministers.

Local authorities would resist any change in the status or administration of the polytechnics to give them greater independence, their representatives told MP Christopher Price's Select Committee on Education this week.

But the Association of County Councils and the Association of Metropolitan Authorities would welcome a new system of funding the maintained sector of higher education and would cooperate in efforts to influence the balance of subjects.

In joint evidence to the Select Committee, they also advocated the reduction of barriers between further and higher education.

Mrs Angela Rumbold, chairman of the Council of Local Education Authorities, told MPs there should be a distinction drawn between the work of the universities and that of the polytechnics, which were equally important.

The polytechnics had a clearly defined role which might be lost if they were to become universities, she said.

The designation of the former colleges of advanced technology as universities had been a great mistake, Mrs Rumbold said, and a similar move with the polytechnics would result in the loss of an important part of the education system.

Mrs Nick Harrison, the opposition leader of the AMA, added that it might happen if polytechnics were allowed to abandon their links with local authorities.

There are certain advantages of polytechnics, she said, which courses might be particularly suited to, such as the design of education officer of the Inner London Education Authority.

Pressed by the chairman of the committee, Mr Christopher Price (Aldershot, Mr Lewis), on possible mechanisms for influencing the balance of subjects in higher education, Mr Bevan said he would favour Government guidelines supervised by local authorities, rather than the direct funding of courses.

Mr Bevan said he believed such a system would not carry sufficient sanctions to ensure cooperation. He would favour an annual review of funds where necessary.

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V-Cs back fight to save IUC

by John O'Leary

University vice-chancellors are ready to withdraw cooperation with the Government on overseas aid projects in an attempt to save the Inter-University Council from closure. They will actively oppose civil servants' recommendations to absorb the work of the IUC into the British Council.

Instead, the academic members of the IUC are to press for a working party to examine the possibility of keeping the council together as a unit attached to the British Council. Its new role could include the work now carried out by TETOC, the Technical Education and Training Organisation for Overseas Countries, and the arrangement of academic exchanges with China and the Soviet bloc.

The vice-chancellors have sent their proposals to the Overseas Development Administration and hope to begin discussions with civil servants and representatives of the British Council next month.

Mr Richard Griffiths, director of the IUC, said this week: "The universities are solidly behind us and hold the ultimate threat to the Government that they will withdraw the fees services they have given up to now."

He added that the vice-chancellors had rejected the temptation to carry on regardless of the recommendation in "last year's summit".

White Paper on educational aid and the educational aid services should be rationalized. As a limited company, the IUC could in theory resist any attempt at closure and "go private", but the services of government agencies at home and abroad are invaluable to its work.

The IUC, which operates a service of direct aid from British universities to institutions in the Third World, has been under threat since proposals were first made to rationalize aid in higher education almost two years ago.

Before Christmas, IUC officials said they would recommend its absorption into the British Council from October 1981.

At present, the entire area is in confusion. The British Council is saving further cuts in its aid budget following the announcement of a reduction of £3.9m in its funds over a three-year period: the IUC is under threat of closure; and TETOC, which deals with aid to developing countries, is being absorbed into the ODA.

The British Council has said that it is likely to withdraw some staff from at least 25 countries after the latest cuts and to withdraw completely from the rest. Half of the country's staff in Britain will probably be made redundant together with 30 per cent of those abroad.

The first preliminary and exploratory meeting will be called by CERI in the early summer, with a small conference in Japan followed by limited sessions will probably be limited to two or three per country.

The proposal to hold an inquiry came from British delegates to an international conference last year. The Department of Education and Science, which will provide the British contribution, expects to involve all sectors of higher education in gathering evidence for the project.

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Britain leads international inquiry

Britain is to lead a new international inquiry into the problems of higher education. The project, which is expected to last two or three years, will involve six countries at first.

The project's main concern will be to produce proposals to counter the declining age participation rate in higher education which afflicts all the industrialized nations of the West.

High-ranking civil servants from the United Kingdom, Japan, West Germany, Sweden, Austria and the United States will work together on the inquiry, serviced by the Centre for Educational Research and Innovation, which is based in Paris.

The number of participating countries has been kept small to allow for maximum efficiency.

The inquiry will also examine the problems of retraining, education, mid-career, and updating, to keep pace with changes in high technology. It will also study the relatively new institutional patterns of higher education outside the universities and methods of financial and academic control.

The first preliminary and exploratory meeting will be called by CERI in the early summer, with a small conference in Japan followed by limited sessions will probably be limited to two or three per country.

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Contents

Word power



"Strong words weaken with over-use and infiltrate our talk with a pervasive crudity, while the nastier outriders of shock flash linguistically at old ladies" —David Martin reviews State of the Language, 13

Second chances
People without formal qualifications and women returning to work are two groups specially catered for in courses described on page 11

Financial survey
A THES survey of university finances finds that real income has declined substantially. Full details, 7 Leader, 27

PGCE courses
Three lecturers defend the role of university teacher training courses, 10

Danger list
The future of City of Liverpool College is in doubt, reports Mike Duckenfield, 9

East Germany
Steven Muller finds close links between industry and higher education in the GDR, 27

Boyson aims for new framework
The Government's recent circular freezing course approvals at polytechnics and colleges was a prelude to an exercise in rationalizing institutions, Dr Rhodes Boyson, Under-Secretary for Higher Education, said this week.

Opinion
APT column
Keith Hampson
Don's Diary
Letters
Laurie Taylor

Leaders: need for a new Robbins, NUS finance, academic detente

Education Bill leaves out national body

by Peter David
The Government had little difficulty last week in shuffling off an Opposition attempt to smuggle the idea of a national body for higher education into the closing stages of the Education Bill debate.
A Government majority of 64 put paid to a Labour amendment which would have obliged the secretary of state for education and science to set up a national higher education advisory body on the lines recommended by Labour's ill-fated Oakes report of 1978.
But the Labour amendment, introduced by Mr Neil Kinnock, gave MPs a rare opportunity to discuss the esoteric mysteries of the new "capping the pool" cash limit system introduced by the present Government.
Mr Kinnock said capping the pool was a crude and blunt mechanism introduced in place of the systematic and fair arrangements for a national body recommended in the Oakes report. "It is not a system of control or coordination. It is a vehicle for cuts and an extremely crude and blunt system of performing those cuts," he said.
The effects of capping the pool, combined with the new fees policy

for overseas students, would deal a mortal blow to courses and whole institutions. "The greatest irony of all in regard to the cuts is that it is the institutions that have been public expenditure restraint that will suffer most."
Mr Christopher Price, MP, chairman of the select committee investigating higher education funding, said scrapping the Oakes recommendations and capping the pool meant that investment in higher education was being decided by Treasury fiat.
"They do not intend to have consultation about what should be invested in higher education," he said. "Instead, someone will pull out a piece of paper from a bean tub. The means by which the figure is arrived at is shrouded in bureaucracy and is not subject to open government."
Mr Price said that under the Oakes proposals a public sector counterpart to the University Grants Committee could have overseen spending, so that colleges know the distribution of resources was carried out by professional peers and colleagues.
"However, the election saw the

disaffiliation of the most neurotic and manic Government for some time, and their mania was against quangos, particularly quangos with the wrong names attached to them. A ludicrous decision was therefore taken, without consultation, to chop the quango that this distribution of the £375m could go unscrutinised," he said.
Dr Boyson, the under secretary for higher education, said the Government had been forced to cap the pool to prevent financial drift. The Oakes proposals were too bureaucratic, but capping the pool was a "blunt arrangement" for this year "to enable the machinery to continue functioning."
The DES had set up an advisory committee to consider how to distribute money from the AFE pool in the coming year, before a long-term solution was found to the funding of the public sector. The committee would try to develop "a national course resource estimate" laying down the average costs for different types of course, he said.
Meanwhile the Government had told local authorities not to start new courses unless they filled a vocational need or provided specific jobs. "These matters should be

considered by the committees of the authorities," he said.
Turning to the amount of money in the "capped pool", Dr Boyson said as much would be spent in real terms on home students during 1980-81 as last year.
"I am informed that there has been no cut. That does not mean that in the pattern of distribution no college is worse off. If some colleges are worse off, that must mean that some colleges are better off," he said.
In the long-term, Dr Boyson said, the Government had not made up its mind on whether to create a national body. "I said that we had no long term plans. We were not committed to setting up a national body and were not against the proposal. The fact that we asked the select committee to examine the matter indicates that we are prepared to listen to the arguments."
He added: "It is not just a question of long-term planning of polytechnics. We also want long-term planning of the whole of higher education in this country so that it can serve the needs of the individual and of this country."

Television courses for jobless considered

An open college providing courses for the unemployed and jobless is being considered by the Independent Broadcasting Authority for transmission outside peak viewing hours on a fourth channel.
The college courses would provide for young people in the Youth Opportunities Unit, Vocational Preparation, programmes as well as adults, the continuing education for proposals to end the unoccupied air time during the day but the IBA is proposing to limit the potential market and real needs for such courses at the kind of organization necessary in connection with the power services. Committee of the Government.
The main thrust of the proposals for educational programmes, which exclude the university, are to make use of air time available. The IBA, however, is able to offer programmes from its continuing education series as an independent producer.
Basically the IBA wants to conduct informal education programmes more on the lines of such as *Horizon* or *Life on Earth* other short term series suggested by material which can be offered to institutions or individuals wanting to follow it up by correspondence study. One of its offshoots might be a "Maths Adults" series providing arithmetic for thousands of people who cannot add or subtract.
The authority believes that there is a vast interested audience to learn far more through such programmes than through the current methods and are hoping to see Channel Four's future development in supporting such schemes.
It is currently examining the advantages of setting up a trust with a small secretariat and resources to provide a more effective follow-up and collaboration with outside agencies. In addition this would be supported by the kind of telephone referral system which has been successful with the adult literacy programme. On the move, the authority believes that the use of these would be set up with the BBC, not only because of the cost but also to avoid any competition.
However, the second reading of the Broadcasting Bill which extends the life of the IBA and the establishment of the new Channel Four showed the way how the authority's proposals are being considered. Mr William Whitelaw, Home Secretary, said that unless the channel was proved quickly that it could pay for itself, it would be scrapped.

Surrey takes over institute's courses

by John O'Leary
One of the colleges left to find alternative validation after withdrawal by London University is to form an association with the University of Surrey. An agreement has been reached in principle for the transfer of courses at the Roehampton Institute of Higher Education with a target date of 1982.
Discussions have been held on the prospect of collaboration in the validation of courses additional to the validation of a merger between the two institutions. Professor Kevin Keohane, rector of Roehampton, said there had been considerable progress on the question of an academic association although the university had not debated the matter formally.
Roehampton will submit its complete programme of degree and other courses to the university for validation. Two-thirds of its 2,500 students are on BEd courses, while the rest take a range of degrees and diplomas in the humanities, creative arts and life sciences.
Validating panels at the university will examine all the institute's proposals in detail, regardless of their previous approval by London.
Detailed discussion of the procedures involved will take place in the next few weeks.
Both parties are anxious to make full use of the institute's particular areas of expertise. The institute wishes to strengthen its work in the physical sciences, technology and computing studies, as well as furthering its interest in paramedical subjects, while the university is interested in a limited expansion of its involvement in the creative arts.
In a statement this week the two institutions said they shared a common interest in developments in the education of teachers and other degree courses necessary to match the changes occurring in a society increasingly affected by technological innovation.
The institute was formed in 1975 through the federation of Digby Stuart, Southlands and Whitelands colleges and the Froebel Institute. London University has validated its courses throughout its existence but has decided to cease external approvals after the 1983 intake. Roehampton's arrangements will come into effect two years before the withdrawal was to have been carried.



NUS prepares for financial shocks

by Paul Flather
The National Union of Students is preparing for a series of financial shocks which could seriously undermine the activities of the union.
At the top of the list comes a demand from the Customs and Excise Department that the NUS must pay value added tax of 15 per cent on its total subscription income, which stands at more than £1m a year.
The union also stands to lose another £30,000 in the next financial year if Dundee University, Reading University and King's College London, confirm recent votes to withdraw from the union. Even worse, all the other local, regional, and national unions are considering disaffiliation.
The NUS Treasurer, Ms Helen Connor, has also warned that cuts in public expenditure, increasing inflation, and the Government's

intention to change the methods in which students unions are financed, would all aggravate the cash crisis.
"What all these factors mean is that we will undoubtedly have to look carefully at the union's priorities in the future," she said. "The NUS is just not going to have the same amount of money to spend from now on and we will have to decide if we want to continue as at present or reduce our activities and do each one well."
"Our immediate worry is that we may have to pay VAT on our subscription income because of new EEC regulations introduced in the country. But we are contesting the ruling."
She said that the rules allowed for organisations that are directly accountable to their membership to remain exempt. "We are arguing that at least twice a year, at national conference, this is so," she said.

Ms Connor said the trend of disaffiliations was causing great concern. "It affects our finances, but what is worrying us more is that it seems to be organized by an outside political group."
Behind the difficulties of the NUS, which now claims a membership of more than a million students, lies a long-running wrangle to introduce a new subscription system. Three alternative schemes all failed to achieve the required two-thirds majority at last December's national conference.
Last weekend the NUS held another special conference at the Polytechnic of Central London with representatives from 80 colleges to discuss the subscriptions, but again failed to highlight any particular new scheme. "We will have to try to decide on a new system at our April conference, or the consequences will be very serious," said Ms Connor.

Ealing college staff vote on strike call

Lecturers at Ealing College of Higher Education were voting this week on a recommendation to stage a one-day strike in protest at education cuts in the borough.
Seven redundancies were declared at the college last term as the result of the closure of a photography course at the end of this academic year. And now £250,000 is to be pruned from the college's budget in a 5 per cent cut imposed by the local authority.
Councillors have been arguing over the scale of the largest cuts for several months, the initial recommendation having been overturned by a subcommittee but later rejected by the full education committee. The council is expected to ratify the original plans at its meeting next month.
A well-attended meeting of the college branch of the National Association of Teachers in Further and Higher Education voted overwhelmingly to strike on the day of the council meeting and join the National Union of Teachers and other unions in a picket.
Majority of the membership has to support the move for the action to go ahead.
Union officials said discontent had been building up since the original declaration of redundancies.

Lord Todd attacks treatment of dissident Russian scientists

A vehement attack on the Soviet authorities' treatment of dissident Russian scientists was made by Lord Todd, president of the Royal Society, this week. He was speaking at a new East-West scientific forum in London, which he attacked "the constant political pressures" inflicted on many Soviet scientists.
"The harsh and inhuman treatment meted out by the Soviet authorities to some of their scientists for what, even if established by fair and open, would be regarded by all of us in the West as comparatively minor indications of disagreement with official policy is rapidly destroying the possibility of real co-operation in science," he said.
"The scientific co-operation in Europe's scientific forum."

And he urged Russian scientists to turn their Government of the damage which the actions were doing to science in the Soviet Union and of the urgent need for change in its behaviour. "Without such change, I see, greatly to my regret, the future for true co-operation between us," Lord Todd added.
He also stressed that the conference set up two years ago to encourage co-operation and the exchange of information between Western and Communist block scientists should not lead to the establishment of another international organization.
"We should avoid setting up any new organization which would only take more scientists away from the bench to join the ranks of the unemployed," Lord Todd added.
"And instead of producing as high-sounding resolutions and no results, the forum must make realistic and direct recommendations for practical goals."

Scottish education colleges fear worst
Fears for the fate of Scotland's 10 education colleges, particularly the smaller ones, remain unrelieved but shelved after Education Under-Secretary Mr Alex Fletcher's meeting with three Scottish Labour MPs on Monday.
Mr Fletcher, who was told by Mrs Mary O'Neill, Martin O'Neill and Douglas Campbell that regional factors were as important as domestic ones in deciding the college plan for at least the next five years, said the teacher training system, which he hopes to produce a consultative paper on entry to teacher training, including the regional factor, would be considered in the next financial year.

Adult education paves the way to coping with economic change

The importance of adult education during the next few years in helping people to cope with change, uncertainty, new forms of work and unemployment was stressed this week by Professor Brian Groombridge, director of extra-mural studies at London University.
Speaking at a forum organized by the Open University, which was being televised for students, Professor Groombridge criticized the widespread cuts in adult education and emphasized that its abolition would result in little saving because the service is costly for in the margins of accountancy error, he said.
Referring to the vague terms of the 1944 Education Act regarding the requirement upon local education authorities to provide adult education, Professor Groombridge said that the service needs to be much less vulnerable in law.
"No government can throw away an institution that can help this country through what could be a very difficult decade," he said.
Praising adult and further education schemes of the past few years like the Open University, the Training Opportunities Programme and the adult literacy campaign, Professor Groombridge suggested most ventures that would be relevant to a changing society, such as courses on energy and the expansion of new computer programmes for women and university-based courses for the elderly.
"I think we need techniques of that kind to help fill the educational vacuum that I detect at the heart of the democratic process," he said.
But he emphasized that the service should not rely solely on government funding. "Adult education is far too important to be left to government funding. It needs the injection of public and private money for public purposes."

The talk, given by Professor Groombridge and televised by the Open University, will be transmitted tomorrow on BBC 2 at 10.10 am.

New face for OU

The new general secretary of the Open University Students' Association, which represents more than 70,000 students, has just taken his post. Mr Bill Brandon, who replaces the first general secretary, Rex O'Hare, was formerly an academic secretary and dean of studies at the Asian Institute of Technology in Bangkok. As general secretary he heads an administrative staff of 15 which is answerable to an executive committee.

Lecturers may lose their pay

Academic staff at Middlesex Polytechnic who did not give lectures and seminars because of industrial action by the National and Local Government Officers' Association last term, may now have their pay docked.
The deputy director of the Polytechnic, Dr Michael Edwards, said the staff concerned had been sent letters informing them that they would lose some pay for normal teaching duties which were not fulfilled.
"Staff are under an obligation to do their jobs," he added. "If they decide to support a union which is out and strike picket lines, they would not expect to get paid. But the matter is under discussion until we know the details of what teaching was lost."
About 10 staff members of the National Association of Teachers in Further and Higher Education are said to be involved. Mr Jeff Brass, NATFHE full-time regional officer, said: "No pay has yet been deducted and the whole matter is still under discussion."
According to Mr Roger Harris, acting chairman of the NATFHE branch at the polytechnic, all the staff involved have rescheduled and completed the teaching interrupted by the Nalgo strike, except in a very few cases such as laboratory work, which was not possible. He said the letters had undermined goodwill between staff and management at the college.

Art college lecturers stage half-day strike on cuts

Lecturers at West Surrey College of Art and Design have staged a half-day strike in protest at Surrey County Council's threat to cut the teaching force by up to 21 full-time posts.
The college has an establishment of 106 full-time posts but the majority staff are part-time. The true total teaching force is much higher.
The strike was declared official by the National Association of Teachers in Further and Higher Education and the National Society for Art Education.
The county council has said that no compulsory redundancies will take place in the next financial year but talks will continue on early retirement and retraining schemes.
Union leaders regard the proposals as particularly important. They see it as the first time an education authority has sought to use the "deliberate norms" for student-staff ratios as a way to secure shedding of jobs.
Surrey wants to bring the existing ratio, which is between 5.5:1 and 6:1, more closely in line with the "deliberate norm" of 7.5:1.
The college said these are not guidelines but recommendations, and that they will be applied in one college, said Mr John Brown, NATFHE's Surrey secretary.

Art college lecturers stage half-day strike on cuts

Originally, there was to be an immediate cut of 21 posts, but the college principal objected that this would have disastrous effects. To avoid too heavy a blow, a reduction of 14 posts was then proposed as a first step.
Surrey's senior assistant education officer, for further education, Mr Michael Watts, said discussions were still going on. "What the authority is going for is still not up to the mark," he said. "The college is in a difficult position, but we will not leave the ratio below 7.5:1," he said.

All Surrey's calculations have been based on the college's ultimate theoretical capacity of 645 students, not the 360 enrolled at the time.
According to the already cut union, West Surrey's materials, back on part time staff, materials and equipment. Both unions have accused the authority of failing to honour a commitment to spend fully the educational implications of the exercise.
College students and members of the National Association of Teachers in Further and Higher Education are said to be protesting against the cuts.

Keele University is to attempt to increase its number of overseas students to boost its income.
Plans to take more overseas students, mainly Americans, on one year studentships, on one year studentships, will be offered on a half-month semester basis.
Traditionally, Keele has only had a small number of overseas students, but the intention is to increase the number to 30 by 1985, when the new courses will begin.

Keele plans to raise overseas intake

The students will be charged the minimum recommended fees. Staff will have to increase their current teaching load. A spokesman said: "We have always been a bit low on overseas students but in view of the current situation we decided to have a go at it."
The Standing Conference of University Information Officers will discuss the question of how best the universities can set out to recruit more overseas students, at its meeting next month.

UMIST percentage

In *The Times* of February 4 the proportion of overseas students at the University of Manchester Institute of Science and Technology should have read 30 per cent, not 45 per cent as stated.

The OU machine that failed to pass

by Charlotte Barry
Teething troubles with a new, sensitive marking system adopted by the Open University have led to more than 200 students on an arts foundation course being failed by mistake.
The error affecting 210 borderline students came to light only recently, some weeks after letters were sent out informing them they had failed course A101 in 1979.
After members of the arts faculty examination board discovered that more students had failed this popular course than in previous years, an intensive investigation revealed that over-stringent criteria had been adopted.
Now the Open University dean of

arts, Professor Arthur Marwick, has written to the students involved telling them that they have passed the course after all.
This letter explains that last year a more sensitive marking scheme was adopted which in general has worked well in producing a wider spread of marks and more distinctions at the top of the scale.
"The problem arose over the borderline pass/fail students," the letter says. "The intention of the examination board was to adopt the same criteria as in previous years to decide whether a student passed or failed. However, inadvertently, more stringent criteria were adopted."
"We do apologize for the obvious upset you have experienced by

being wrongly informed of your result status.
Because the 210 students have been awarded passes after all, they are now being given the chance to change the courses allocated to them for the 1980 academic session which began in January. Being awarded a fail in the first place may have prevented some of them from taking up certain post-foundation arts courses.
The university said the problem had been caused by a very complicated marking system which involves assessment both by exam and assignments marked by both computer and tutor. "Now we know the complications of the system we will be able to work within its sensitivities."



More in-job training urged by TUC

A massive in-service education programme is necessary to provide better mathematical teaching, more science and modern languages and more qualified careers teachers, the TUC warned the Secretary of State for Education today.
Writing to Mr Mark Carlisle in response to the Department of Education's consultative document *A Framework for the School Curriculum*, the TUC argues that it is hardly useful to talk of establishing priorities and redeploying resources when Government economic policies are impoverishing the education service.
"When in-service education is being cut back, teaching jobs are being lost and capitation allowances drastically reduced, it will be difficult for a demoralized teaching force to undertake the kind of curriculum review the consultative exercise implies," the TUC says.
The TUC believes that once consensus has been reached on what should be included in the curriculum the Government should undertake to protect essential curricular areas.
"This means a commitment to fill long vacancies in the protected subject areas, expand in-service education opportunities in these areas and maintain and expand capitation allowances, equipment and other facilities in the area of the protected curriculum," the TUC points out.

Natalia Garcia-Lora, left, a second-year student at Middlesex Polytechnic, Lottie-Kowalska and Babs Chin are textile students who won top awards in competition sponsored by Lister-Lee Yarns, the International Wool Secretariat, and Woman magazine.

Huddersfield poly given reply deadline

Huddersfield Polytechnic has been given six weeks to answer more than 40 questions from Kirklees council on alleged mismanagement of its financial and other affairs.
The council's finance committee this week put the finishing touches to the list of questions which the polytechnic is expected to answer within two weeks of the council's next meeting on March 12.
The questions are apparently designed to identify who was responsible for authorizing lines of action which led to criticism in the audit report.
Talks between representatives of the council and the polytechnic governors founded on Kirklees' insistence that the rector, Mr Ken Durran, should not take part. Council sources say the questions are an indication that the council has difficulties over a failed to face meeting, there is no complete block on work which must be done.
The Conservative leader of the council, Councillor Tom Cliffe, rejected allegations by the chairman of the polytechnic governors, Mrs Jane Carter, that the meeting which broke down over Mr Durran's presence degenerated into a sham.

PREVIEWS AND OPENING AT LOW PRICES

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Politicians 'sapping morale'

by Ngalo Crequer

Sir Samuel Curran, principal and vice-chancellor of Strathclyde University, has criticised the "jerkiness" of politicians to left and right in their approach to higher education.

In his annual report to the university, Sir Samuel says that many academic staff in universities feel that during the last decade or more governments have not been well disposed towards their efforts.

"Recent remarks of the Under-Secretary of State, Dr Rhys Iwan Jones, illustrate this trend very clearly. He refers to the outcry about overseas students as just a knee-jerk of the Left". Some of us with university experience are completely at a loss to see the politicians to left or right in the policies applying to what we value and prize very highly—that is, the good standing of British university education."

He said it was vital that the morale of university staff should remain high. In higher education the country still retained its international status and prestige.

Strathclyde had tried over a number of years to heed suggestions by the University Grants Committee not to increase the percentage of overseas students to the greater value than home students but such a thoughtful approach was now in jeopardy because of Government policy.

If the numbers of overseas students fell there would be a large deficit at the end of next year or Strathclyde would have to charge even higher fees and price itself out of the business.

Minister puts technology top

Emphasis in schools, colleges, and universities must be firmly placed on technological subjects, which will be a switching of resources from other areas, said Mr Alex Fletcher, Scottish Office Minister for Industry and Education, this week.

Speaking at Napier College of Commerce and Technology, Edinburgh, Mr Fletcher stressed that young people should be encouraged to take courses with the real prospect of a job at the end of them. He had just visited Marconi Space and Defence Systems in Rife, which designs and manufactures electronic equipment mainly for the Ministry of Defence. It could add to its 2,400 workforce as many technological graduates and technicians as it could get, he said.

Mr Fletcher, whose arrival at the college was greeted by a small demonstration, added: "We have to reduce the number of places in these areas where there is at best a very small demand for graduates and diplomats, and switch these to where there is a greater demand. This is not just in the national interest, but in the very best interests of students themselves."

There has been criticism from universities that Government expenditure cuts are preventing them offering places to the numbers applying for technological subjects, said Mr Fletcher.

Maternity deal for non-teaching staff

A new maternity agreement has been reached for non-teaching staff in the university. It improves maternity leave from four weeks on full pay and 14 on half-pay to eight and 16 weeks respectively.

The new scheme comes into effect from April 1, and covers staff who have worked for the university for one year without a break before the expected week of confinement, including part-timers who work more than 15 hours a week.

Part-timers who work between eight and 15 hours a week must have five years of continuous service with the university.

Union leaders regard the agreement as one of the best in public industry and commerce. The next step will be to try to get a maternity agreement for all staff.

YOP expansion in danger after unexpected £90m cut

by Patricia Santinelli

The recent expansion in the Youth Opportunities Programme is in jeopardy following a further unexpected cut of £90m over three years in the Manpower Services Commission budget from 1981.

The commission is to meet next week to discuss how it will cope. The new cut will mean by 1984 an annual expenditure of £200m less than originally forecast.

The MSC is now anxious that in spite of the Government's agreement to expand YOP by another 20,000 to 40,000 places to a total of 250,000 to 260,000 places, this is being seen as a one-off increase.

The commission is convinced that YOP will have to stay at this higher level for years to come, or even be expanded further. It fears that the next year could be extremely difficult if it is told to go back to base level—the amount agreed for the programme every year between the Government and the MSC.

Since the June Budget the commission has suffered a series of cuts

beginning with a reduction of £10m, followed by a further £150m plus a 3,400 reduction in staff.

Last week the commission met Mr Jim Prior, Secretary of State for Employment, to impress upon him the dire consequences that any further reduction would have on planning manpower policy.

It pointed out how serious the cuts in staff and expenditure had already been. At a time of rising unemployment, substantial reductions were being made in staffing of the employment service, training provision was being reduced and other services to the unemployed were being sharply cut back.

The further education service would be given first refusal in providing off-the-job experience. YOP schemes, the National Association for Teachers in Further and Higher Education has told the MSC.

In a letter to Mr Geoffrey Holland, director of MSC special programmes, Mr Mick O'Brien, assistant secretary for NATFHE, says that

provision of adequate off-the-job opportunities should be a condition for the running of all schemes. Adequate counselling should also be provided for all young people. He suggests improving the approval procedures by introducing a checklist of points as a yardstick for approving or renewing schemes.

Crucial would be the approval of both educationists and trade unions, the meeting of obligations under the Health and Safety and Employment legislation, the provision of opportunities for off-the-job education and training, and the provision of a high quality induction programme.

NATFHE stresses that young people must be offered places on schemes which are suited to their capabilities, talents and objectives. It believes that the careers service is too under resourced to fulfill this role effectively.

The association believes that monitoring remains largely inadequate and that more regular frequent monitoring visits are essential.

Science grants for part-timers

The Science Research Council is to give bursaries to 200 post-graduate students involved in part-time study for Masters degrees. The scheme, which will begin in the 1980-81 academic year, is aimed at helping post-graduate scientists and engineers working in industry.

The SRC is hoping to use the scheme, on trial for two years, to determine the effect of bursaries on student enrolment. The council will monitor the academic standard of students who apply for the bursaries, success rates on courses, and the level of employer support.

Students will have to be in full-time employment to benefit from the scheme and will require the active co-operation of their employers. The awards will cover fees, and provide £200 towards a student's industrial bursar and will be a strong inducement for two successive years on 10 different MSC courses at nine select polytechnics and also at Warwick University.

"We intend to present a copy of Mr Jefferson's statement to the chief education officer so that the two can get together to thrash out the basis for a recognized course as soon as possible."

Jefferson confirmed that the meeting with the students had been very helpful and that he had several misunderstandings cleared up. "I assured them that the RIBA has no policy for reducing the overall number of students entering courses in architecture, and I offered to write them a letter indicating that any action to reduce the number of students was not intended. In the letter to the students I also offered to give any advice we could on the development of a new course, should the county education people ask for it."

Nottinghamshire plans to mend its adult education fences

by Charlotte Parry

Nottinghamshire's adult education service is to be restructured on a self-financing basis in an attempt to repair the severe damage caused by 85 per cent cuts last autumn.

As a result of the local education authority's change in policy, which aims to restore the adult education structure to 75 per cent of its former strength, there will be no large-scale redundancies after all among adult education organisers in the county. Instead 10 of the 31 jobs will be lost through redeployment and early retirement.

The remaining organisers will be redeployed into the teaching staff of further education colleges, and they will be given a few hours remuneration every week to organise adult education classes.

In addition, the authority is planning to restore 75 per cent of its annual grants to the East Midlands district of the Workers' Educational Association. The adult education department of Nottingham University, which has £14,000 and £20,000, respectively withdrawn last month, and the making redundant half of its three full-time staff members.

Plans to make the structure self-financing from next autumn will

entail ensuring that fees from non-vocational classes cover the costs of part-time tutors, insurance, travel, accommodation, remission, publicity, administrative and clerical costs. Although the authority has given assurances that fees will not rise again next autumn, students can expect to pay up to £50 or £60 for a full year's course of evening classes.

The change in policy has been met with a mixed reaction from unions and adult education groups in Nottinghamshire who have been under pressure to bear on the authority through a locally-based adult education action group. It is generally felt that the 85 per cent reduction will make it very difficult to rebuild, as goodwill between the parties has been destroyed and many profitable classes, like keep-fit and yoga have entered the free enterprise market.

Any hope of expanding the service to 75 per cent of the provision in September 1978 are just not going to be realized. They are doubling the 45 per cent, it was reduced to 35 per cent, it was reduced to 30 per cent, it was reduced to 25 per cent, it was reduced to 20 per cent, it was reduced to 15 per cent, it was reduced to 10 per cent, it was reduced to 5 per cent, it was reduced to 0 per cent, it was reduced to -5 per cent, it was reduced to -10 per cent, it was reduced to -15 per cent, it was reduced to -20 per cent, it was reduced to -25 per cent, it was reduced to -30 per cent, it was reduced to -35 per cent, it was reduced to -40 per cent, it was reduced to -45 per cent, it was reduced to -50 per cent, it was reduced to -55 per cent, it was reduced to -60 per cent, it was reduced to -65 per cent, it was reduced to -70 per cent, it was reduced to -75 per cent, it was reduced to -80 per cent, it was reduced to -85 per cent, it was reduced to -90 per cent, it was reduced to -95 per cent, it was reduced to -100 per cent, it was reduced to -105 per cent, it was reduced to -110 per cent, it was 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Overseas News

Centre move to block draft autonomy law

from Harry Debelius

MADRID Members of the ruling Centre Democratic Union party may be first to try to throw out government-sponsored proposed legislation on the regulation of university affairs, in a turn-around prompted by pressure from Spain's Roman Catholic hierarchy.

The draft "law on university autonomy", or LAU, aroused tremendous controversy last month when Spanish MPs had their first look at it, before discussion was even scheduled in parliament. The parties of the left organized a week of student strikes and demonstrations in an apparent effort to force the government into withdrawing it before it came up for debate.

That mobilization, involving a few violent incidents, did not keep the proposal out of parliament. Yet a communiqué issued early in February by the episcopal subcommittee on education may turn out to be more effective than all the shouting in the streets—and the bishops' support not even on the side of the monarchs.

There are two key proposed laws dealing with schools and universities under consideration by the education committee of the congress of deputies, or lower house, one on

elementary education and the other on higher education.

At the case of both draft laws, the arguments, pro and con, have had at least as much to do with the Spaniards' historic love/hate relationship with a church which frequently descends into the political arena as they have with pedagogical systems.

The battle has been fought largely on ideological terrain, with the result that the battle lines are distorted. The left, for example, has complained much more about the relatively progressive proposal on university reform than about the fairly conservative proposal on lower education.

The clergy have lined up alongside the Socialists and Communists and their other strange bedfellows, certain members of the teaching staff who fear to lose secure positions of power. What the bishops dislike about the proposal for university reform is article 13, which would make it necessary for Parliament to grant approval for the creation of any school of higher learning established by any other than the state, and which clearly states that parliamentary approval "will not imply the concession of financial support at the expense of the State budget."



Students demonstrate to force the government to scrap proposed laws regulating universities.

A communiqué from the Church hierarchy said: "We believe it is an undeniable right of social groups to create universities and other centres of higher learning, with support for such institutions and their students on equal terms and with no discrimination whatever."

The communiqué also demands that every qualified citizen should be guaranteed the right to attend the university of his choice, a demand which the bishops' oppo-

nents assume to imply state subsidies so that tuition fees would be equal in public and private institutions. The position of the church is similar to that which it has adopted with regard to elementary education, where it insists on the continuation of subsidies for schools run by the Church without any strings attached, advancing the argument that parents who seek a Catholic education for their child-

ren should not be penalised by having to pay more in order to exercise their right of conscience. Congressional deputies of a major parliamentary opposition party, the Spanish Socialist Workers' party, object to such subsidies, their principal stated objection being the proposal to renege on the country's universities to the reform which it offers is so profound enough.

Italy passes university reform Act

from Uli Schmetzer

ROME The Italian government this month took the first step towards a long overdue university reform by passing the country's academic staff into three main categories.

The new law, passed in marathon sessions by both houses after 72 hours of debate, divides the 100,000 university staff into three main categories: full-time professors, assistant professors, and research assistants.

For the first time, university staff will have to sit for entrance examinations, both oral and written, to qualify for promotion into a higher teaching category.

One of the law's most positive aspects is the granting of tenure to about 10,000 permanent teachers known as "cattedratici", who have taught for decades on annual contracts and scholarships without social benefits and pensions. Their strikes provided

the initiative for the legislation, the *Practici* must now have their teaching experience before they can sit for a state examination that will elevate them to tenure as "researchers".

In an effort to weed out unsuitable staff and give a chance to the teaching staff of young academic careers, the law provides that researchers will be re-examined after three years. Those who fail will be relegated to administrative jobs while successful candidates can sit for examinations to enter the category of assistant professor. Parliament turned down a clause under which researchers unable to reach a higher category would have received a £5,000 "golden handshake" to leave the campus.

However, the new law, drafted by academics and applied with escape clauses, did not abolish the traditional role of professors who hold both public positions (senators,

members of parliament) and university chairs.

The law did, however, specify that such part-time professors be paid a salary 40 per cent less than their full-time colleagues. At the same time they may be placed on a waiting list if their public jobs do not allow them to teach a minimum amount of hours.

On the other hand, the new law incorporates some innovations. It defines the task of researchers as mainly a "tutor who helps students with advice and discussions" rather than "lectures". It will bring for the first time the tutorial system to Italy.

Finally, the legislation envisages a national academic staff of 46,000 by the end of the century compared to 36,000 today. Of these 15,000 posts will be held by ordinary professors, 15,000 by assistant professors and 16,000 by researchers.

New institute gives a boost to contemporary history study

from Guy Neave

PARIS A new boost to the field of contemporary history is to be given with the setting up of an Institute for the Study of Contemporary History, which will centre on the post-1939 period.

Set up under the auspices of the *Centre National de la Recherche Scientifique*, the new body is to start work in January, 1981.

Over the past few years, interest in contemporary history in France has grown considerably, according to François Badier, the institute's director, and head of the committee for the study of the war. One of the tasks to be assumed by the new institute will be to bring social, economic and history closer together. This, Mr Badier claims, will be of considerable help to those involved

in decision-making in government and in the private sector.

The call for greater attention to be paid to this field is of course not new. More than 20 years ago Professor René Remond, at present director of research at the National Foundation of Political Science, suggested that more interest should be shown in this relatively neglected sector.

Among the first areas to be investigated by the new institute will be economic policy and policy-making over the last 40 years, history of social sciences since 1945, urbanization and the development of mass media, its task will be to study the impact of the war on the economy. In Britain, official archives are now restricted only to material deposited during the past 30 years.

Academics join Irish TUC

from John Walsh

DUBLIN Over 1,000 academic staff of colleges and universities have joined the Irish Congress of Trade Unions, the equivalent of the British TUC.

They belong to the Irish Federation of University Teachers, which was set up last year, mainly as a professional body but to become a full trade union.

The move represents increasing unionization of Irish academics and reflects their growing concern about pay and conditions.

The federation was involved in backing the legal action against the trustees of St Patrick's College, Maynooth, over the dismissal of two priests from the staff. Recently it took University College Dublin to the Labour court over a pensions deal for women and proved that it was discriminatory.

Its main work is in pursuing pay claims, and ensuring that increases granted in the public sector are implemented as soon as possible in the colleges. It has also issued statements and reports on the need for expansion of the higher education sector in the Republic.

The federation represents academics and library staffs in the five university colleges and in the Royal College of Surgeons in Ireland. In the past few months the Association of Professional Staffs in Colleges of Education has amalgamated with the federation.

The congress has about 95 unions affiliated, representing over 600,000 workers, North and South. Joining congress will entitle the federation to send three delegates to this year's annual conference of congress unions when it meets in Belfast in July.

Sri Lankan minister intervenes

from D. B. Udugalgama

COLOMBO Sri Lanka's education minister has appointed officials to take over the running of the University of Moratuwa after a period of closure following a row involving the minister, the university administration and the students.

McMinnick Wijewardene thought the university administration over-reacted to a student strike which led to a hunger strike and a rooftop protest.

The minister told the Sri Lankan parliament that any future con-

frontation it would be the duty of the Government to amend the University Act.

He spoke of the "arrogance of ignorance" of those in authority in the country's universities, saying that autonomy should not be interpreted as "the freedom of the wild ass".

The Moratuwa incident led to the resignation of the university's vice-chancellor, Professor J. Kuruppa.

The minister saw two different sides to the student strike and suspended one set for three months and cautioned the others.

Moscow universities in anniversary celebrations

from Michael Binyon

MOSCOW Two well-known universities in Moscow are celebrating anniversaries.

Moscow State University, the most prestigious academic institution in the Soviet Union, has just marked its 225th anniversary and Lomonosov University, which draws most of its students from the Third World, was founded 20 years ago this month.

Moscow University, officially named in honour of its founder the Russian scientist and poet Mikhail Lomonosov, was presented with the Order of the October Revolution at a celebration meeting to mark the occasion.

At its foundation the university had only 30 students—now there are over 30,000. The university has 17 departments, about 600 chairs and laboratories, four research institutes, a computing centre and an observatory.

The Soviet students come from all parts of the country, from 70 different national and ethnic groups. Overseas students and postgraduates total some 1500 from 100 countries, including most countries in the West.

Lomonosov University has only 6,000 students from 105 countries.

but does not include any students from the West. It was founded by government decree in 1960 to train specialists in Asia, Africa and Latin America.

Professor Vladimir Stanis, the rector, said the establishment of the university, named after the first prime minister of the Congo (now Zaïre), "was a graphic expression of the Soviet people's internationalist solidarity with the peoples of the countries which have gained freedom from colonial dependence."

This year Lomonosov will graduate about 500 students. In the past 20 years it has turned out 9,000 graduates who, the rector said in an interview, "show due respect for each other, for the culture and traditions, and for the scientific and cultural values of the Soviet Union."

The latter is the equivalent of the British A-level examination system, like the French baccalauréat, access to any university course with further tests or interviews.

There have been accusations that the universities are concealing the formerly wide range of subjects which were obligatory for the entrance examination, itself.

The universities are now being replaced by a much wider range of choice, resulting in a much more sufficient preparation for university study.

Low entrance standards worry republic

from Günther Kloss

The universities in the federal republic are becoming worried about a lack of breadth and depth of knowledge of their first-year students.

As the chairmen of the West German Rectorienkonferenzen (vice-chancellors' conferences) explained at the committee's last plenary meeting, "it is not that they find that university entrants are overall less intelligent than previous generations. Nor do they see the principal object of the recent substantial reform of the system of grammar schools, or of the new-style Abitur examination, itself."

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The universities are now being replaced by a much wider range of choice, resulting in a much more sufficient preparation for university study.

The vice-chancellors complain that once more the universities are being asked to do more with less. Although they are not likely to be reduced into the German system,

they are being asked to do more with less. Although they are not likely to be reduced into the German system,

No news is bad news for university budgets

The last eight years have seen the sudden destruction, the painful and only partial rebuilding, and the equally sudden but perhaps more final destruction of the traditional system of university finance.

In 1972-73 universities were at the beginning of a new quinquennial which in theory would guarantee them a modest increase in income over the next five years. This winter they still do not know exactly how much money they will receive in the present year, 1979-80, but suspect it will represent a substantial decline.

The story has three parts. First came the sudden collapse of the quinquennial system in the crisis of

1973-74 when the miners' strike led to the fall of Mr Heath's government, the return of Labour, the rise in inflation, and the arrival of the IMF.

Second came the gradual recovery that started in 1975 and continued until last May. Universities were granted a shadowy "triumph" which, however, compromised by the new institution of cash limits, gave back some kind of planning horizon, and an element of (very modest) growth was restored to them.

Third came the new cuts imposed by the Conservative Government last June (which in themselves are actually much less severe than is supposed). These cuts, however, have been compounded by the

Government's new policy on overseas students' fees, which puts at risk up to £100m of the universities' income, and the new rise of inflation.

An analysis of public expenditure on education confirms the first two parts of this story. In 1970-71 over 13 per cent of all education spending was on universities. It slumped to only 10.6 per cent in 1975-76 and recovered in 1977-78 to 11.2 per cent.

The third part is not yet known with such exactitude but an impression of its shape is given in the answer to the *THE S* survey. What is certain is that universities today are in a much weaker condition than they were in 1973 to withstand the renewed blows of austerity.

Financial Survey shows planning is yet another lost horizon

conclusions

Universities are still uncertain about how much they have lost in the tangle of cuts imposed since the present Government came to power nine months ago, although they suspect it is a great deal. But they are certain that they have lost their much-cherished "planning horizon". This is the broad conclusion of a survey of the financial condition of the universities carried out by *The Times* in mid-January.

A short questionnaire was sent to every university. Nineteen filled it in completely, four more partially, and 13 refused on the grounds that information was simply not available and that their answers would be ambiguous.

The main findings are:

1. The real income of universities has declined by between 3 and 10 per cent.

2. They face deficits of up to £1.3m. The average deficit will be between £250,000 and £500,000.

3. Reserves have dwindled almost to nothing as a result of previous rounds of cuts.

4. Endowment income is much less than is often supposed. Even Oxford only receives £3m (or 10 per cent of its income) from non-public sources.

5. No university has yet considered the question of making academic staff redundant formally—but it is in the minds of several vice-chancellors.

6. Most universities are determined that present staff/student ratios should be maintained even if this leads to a decline in the number of home students.

7. The number of overseas students is generally expected to be cut in half by the recent fee increases—although there is one dissenting opinion among the vice-chancellors.

8. Uncertainty is the main complaint by vice-chancellors. They are more concerned than they are about the future of their own universities.

9. The chancellor of Oxford University comments: "Universities would be far better able to give good value for money if they were not so preoccupied with the question of their funding, further than more a few months."

10. However, vice-chancellors are less agreed about the seriousness of the actual cuts. Professor John West of Bradford writes: "It is easy to be pessimistic and dependent about the effects on the universities of cuts and I think we are perhaps better off financially than any European universities."

11. A third vice-chancellor of a technological university sees the future differently. Dr Ralph Franklin of the University of Aston says: "The financial prospects for the universities are not as bleak as they are often made out to be."

12. Two heads of institutions, Lord Flowers, rector of Imperial College, and Professor Sir David Hoare, director of the LSE, feel that the present financial position is so dire that radical rethinking is needed.

13. Sir Alec Morrison, Bristol's vice-chancellor and the chairman of the Committee of Vice-Chancellors and Principals, sums up the overall position in these terms: "The financial condition of universities is extremely serious because of three factors: (a) a fall in the full cost of entry and wages, (b) the loss of entry and wages, and (c) the loss of entry and wages."

14. Among the fortunate latter are Brunel ("We always try to live within our income"). Bristol which will get by by freezing most job vacancies, and Cranfield, which has a direct grant institution in a difficult position.

15. Other universities anticipate for

How large an increase in income would your university have needed in 1979-80 to cope with existing commitments (i.e. incremental drift in salaries, build up of student numbers and so on).

1. What was the increase or decrease in income according to your calculations?

The answers to these two questions give some idea of the gap between commitments and resources which universities must try to bridge. Most universities needed a modest increase of between 1 and 2 per cent in income (in real terms) just to stand still. In fact they had to accept a reduction of between 3 and 10 per cent—leaving a gap of between 4 and 12 per cent to be bridged somehow.

A typical example is the University College of Wales at Aberystwyth. Dr Gareth Owen, the principal, says that the college would have needed an increase in money terms of 15.9 per cent merely to cope with existing commitments in 1979-80, but received only 10 per cent more.

Similarly Imperial College needed 24 per cent and received 18.4 per cent. Bradford could have got by with a zero increase "because that would have appeared generous by the standards of the past three to four years", but had to accept a real cut of between 3.5 and 4.5 per cent.

Sussex needed 18.2 per cent more in cash terms but received less than 13 per cent more. Chgow needed a 1 per cent increase in income in real terms but has to face a 3 per cent cut, which is likely to grow to 4 per cent as a result of incremental drift. St Andrews required a similar increase to balance its books "by continuing to exercise strict control over expenditure", according to the vice-principal, Dr F. D. Gunstone, but has a 3 per cent cut.

The gap between commitments and resources is fairly low at Loughborough, about 2.5 per cent, but double that at Bristol. Five per cent, in fact, seems to be a typical figure. But even this dismal figure is based on the assumption that universities will receive full compensation of current wage increases.

Does your university expect to have a deficit at the end of the present academic year, and if so, how large will it be?

One university, Glasgow, was budgeting last November for a deficit of £1.7m but the increase in cash limits has now eased the position. Nevertheless one university is still expecting a deficit of £1.3m at the end of the year and most are anticipating deficits of between £250,000 and £500,000. Only a few expect to be able to balance their books.

Among the fortunate latter are Brunel ("We always try to live within our income"). Bristol which will get by by freezing most job vacancies, and Cranfield, which has a direct grant institution in a difficult position.

Other universities anticipate for

mild deficits: Imperial—£936,000 (more than £1m accounted deficit); Strathclyde—£800,000; LSE—£500,000; Swansea—£400,000; Bradford—£250,000 to £500,000 (already seven chairs out of 49 are frozen and 22 other teaching posts); Sussex—£370,000; City—£250,000; Durham—up to £200,000; UWIST—£150,000.

Some universities do not give a precise figure but still expect deficits. Loughborough and St Andrews expect them to be fairly small, but Dr Gunstone of St Andrews adds significantly: "It is the position in later years that is more worrying."

(4) What reserves, if any, has your university been able to accumulate?

Although this question was open to different interpretations, most of the answers show that what few universities once had it had long since been burnt off in earlier bouts of austerity.

Brunel's blunt answer is "none", and Strathclyde was already in deficit last year. Several other universities indicate that their reserves are insignificant. Aberystwyth, for example, only has £58,500 (although

it also possesses an accumulated surplus of £154,000).

Even reserves that appear large in cash terms are very small compared to the rate at which the university spends its income. Oxford's generous sounding £1.2m is less than 3 per cent of the university's turnover which is £300,000 only.

Sussex only has £80,000 unallocated (compared with £335,000 that is "already earmarked"). Imperial has accumulated £750,000 committed to maintenance costs and minor capital work, £350,000 committed to plant renewal (including a new telephone exchange), and £400,000 in departmental funds frozen to underwrite this year's deficit.

LSE has about £500,000, City £528,000, Durham £300,000 (about 2.5 per cent of annual expenditure), and St Andrews £127,000. Glasgow only had £74,000 in uncommitted funds "at the end of the last academic year."

Professor West at Bradford, for very good reasons, is uncommunicative. "We are a little cagey about specifying reserves because, in the present severe economic climate, it is quite conceivable that Government may take into account one's declared reserves in determining future income; therefore, no comment."

(5) What income other than from the UGC, research councils, and other public bodies does your university enjoy?

The answers to this question display the widespread idea, even in universities, that universities are now considerably private wealth. The newer universities, in particular, have no significant income except from central and local government.

Brunel, for example, has "negligible" other income, Loughborough "none of significance". Bradford has "no endowment income", and Strathclyde's private income comes

to less than 2 per cent of the total. City is the only technological university which has significant private income (£228,000), although this disparity may be explained by whether income from industrial contracts is counted or not.

Other universities enjoy small amounts of endowment income. In the case of St Andrews and the LSE this comes to £41,000 and £37,000 respectively. Further up the scale come Durham with £150,000 (but still only 1 per cent of expenditure), Sussex and Imperial with the same sum, Glasgow with £367,000, and Bristol with £400,000.

In addition to endowment income most universities earn money from contracts with private industry. In the case of Bristol this comes to £1.1m, and of Imperial College to £1.5m.

But the only university that replied which has a significant private income is Oxford. But even this £3m only amounts to 10 per cent of income excluding research grants and contracts and half of it in any case is earmarked.

(6) At what stage would your university contemplate making academic cuts?

Nearly all universities agree that this would be a last resort, would be expensive in the short term, and would almost certainly have to be the result of national initiatives rather than the policy of an individual institution.

Professor Dabendorff states firmly: "It is our declared policy not to make anyone redundant on account of savings." Maintaining the position of staff in post is our top priority," Dr Franklin at City says. "We would only be considered if the university could not meet its commitments. Dr Owen at Aberystwyth writes: "We prefer to think of it as a last resort when all else fails and bank credit is withdrawn."

Several universities point out that redundancies would be costly. Dr Gunstone says that "substantial additional funds would be required to finance a programme of redundancies." UWIST points out that the scale of compensation would make redundancy a non-starter for cash flow reasons, but adds "1982-83 looks like the crunch."

Some vice-chancellors are more prepared at least to think the unthinkable. Sir Denis Wilkinson at Sussex says that if cuts continue and if there is a 50 per cent drop in the number of overseas students, "redundancies will be inevitable before 1984". Imperial College says it would look to the introduction of a new salary scale.

Professor Philip Reynolds at Lancaster points out that although redundancies are not being contemplated the university will need to reduce 12 or 15 staff a year up to 1984-85, with a more than the average departure rate in the last three years.

Sir Alec Morrison writes: "Our policy is to freeze all vacant posts which are not essential and to curtail expenditure. If this policy becomes insufficient to match our expenditure to our income we should have to consider making staff redundant."

(7) Is it the policy of your university to try to reduce the number of home students in line with any reduction in real income?

Most vice-chancellors are determined that academic standards should be protected but balk at saying that student numbers should be tied mechanically to income. Sir Rex Richards replies in typical fashion: "We are determined that academic standards should not fall, and that if as a result of a re-

duction in our income the number of staff declines then unless student numbers decline also, those standards will immediately come under very heavy pressure."

Dr Harry Kay at Exeter agrees: "Broadly, yes. We would seek to maintain the unit of resource. Professor Fred Hilday at Durham also replies: "Possibly and regretfully, yes." He points out that Durham made all reasonable economies in earlier rounds of cuts.

But there were also more hawish and more dovish vice-chancellors on this question. Dr Williams at Glasgow says that the university still hopes substantially to meet local demand. Sir Samuel Curran at Strathclyde maintains that a balance has to be struck although if there is a significant decrease in income a decrease in the number of home students is inevitable. City, St Andrews and Keele are planning to keep numbers constant, and the LSE and UWIST answer "no".

Professor West sums up the true problem. It was not Bradford's policy to link home student numbers with real income on a unit of resource basis. But beyond a certain point the economies forced on them could be drastic and would entail the closing of certain areas with obvious consequences for home students.

On the other side some universities, are determined to maintain the present unit of resource whatever happens to students' numbers. Loughborough plans to keep its present staff/student ratio of 1:10.2 constant. Imperial, Bristol, and Brunel also plan to defend the present unit of resource.

(8) How many overseas students do you expect to be able to recruit when the new tuition fees are fully in force?

The CUPC "party line" is clearly that the number of overseas students will be cut in half by the fee increases—although there are one or two interesting deviations.

Bristol, Sussex, Loughborough, Cranfield, Aberystwyth, and Brunel agree that a 50 per cent reduction is most probable. Bradford expects a cut of between 40 per cent and 60 per cent but hopes to make every effort to maintain full-time post-graduate research numbers.

Two universities expect the reduction to be even sharper. UWIST forecasts that it will have only 170 overseas students by 1982-83 compared to 465 today, and Glasgow with 680 expects to have 170-200 in four or five years' time.

More universities expect cuts of less than half. Oxford is working on the hypothesis that it will lose 20 per cent of its 1,188 overseas students. Lancaster is anticipating a reduction of 30 to 40 per cent in its present total of 278. City expects to attract 390 overseas students compared to its present 569.

The two deviants are Durham and Cambridge. Professor John Dyer at Cambridge hopes to recruit up to the present total of 225 at Durham and adds that it may be in the interest of the university to increase the proportion of overseas students from 5 to 8 per cent of the total.

Sir Peter Swinerton-Dyer at Cambridge is an agnostic. He points out that on every previous occasion when fees have been raised vice-chancellors have predicted a drop in numbers and on every occasion have been spectacularly wrong.

He continues: "If they are right this time, I expect the Government will at the last moment do enough to stave off financial disaster. What worries me quite as much

Charles Hannam, Pat Smyth and Norman Stephenson defend university teacher training courses

A knife at the throat fails to improve a lecturers' lot

Postgraduate and initial teacher training courses have been going on so long in university departments of education that those of us who teach them and in part make our living from them could be in danger of assuming that they were effective and would continue for ever.

However, in recent years there has been much criticism—from students who doubted that we were training them effectively, from schools who claimed that we were out of touch with reality, from within universities themselves from those who doubt that teacher preparation is a proper activity for a university.

Added to all this there is the falling birthrate which has led to a purging of the colleges of education which may be likened to the dissolution of the monasteries: the numbers of highly qualified staff thrown on to the streets. The polytechnics have taken over the colleges that remain, running PGCE courses at smaller cost, and now we are told, stilling numbers likely to threaten university departments themselves.

Such beatings about the head, while they may give satisfaction to some, tend to leave us and our colleagues anxious and demoralized. Anxiety is not always a spur to better work; heads of department may seize the opportunity to urge more malleable staff fearful of their future and their promotion to take on more or different tasks but this is no guarantee that the quality of what is done will be improved.

Our position is no worse of course than that of teachers in industry or wherever redundancy threatens. One thing is certain though, shouting at PGCE lecturers because there is not enough "research" or "writing" or "lecturing" or "writing" does not produce these things any more than a painter will paint a better picture because his patron has a knife at his throat.

The new situation though does give us an opportunity to justify our work and to clarify the particular contribution university departments make to the initial training of teachers. We have escaped the purges so far, whether through merit or privilege is doubtful. At a time when there is a close commitment to an all-graduate teaching profession, the universities are in a unique position to be good for the public image of teaching. Certainly our graduate entrants have been, through so many pre-professional selection processes—a level competitive university entrance, the university course itself, final examinations—their quality is virtually assured.

At Bristol, for instance, we have largely given up interviewing candidates. For the course, we have spending as much time interviewing as teaching. When we monitored the performance during the year of interview, and interviewed students, we could find no significant difference. That is not to say that we are necessarily selecting the better teachers—we have carefully avoided looking too closely at that.

It is as difficult to predict or evaluate the effectiveness of courses like ours in terms of later development as it is any other profession.

We know that architects, doctors, business experts are all uncertain that their preparatory courses guarantee high professional standards. However, they are sure of the value of being trained in a university and it makes us concerned that while doctors and architects and lawyers have achieved high professional status teachers by and large have not.

It would be unwise in this time of sever the connection with the universities. There is obvious merit in new entrants, particularly in the shortage areas like mathematics, for instance, continuing their

studies in the universities. Universities, schools, teachers are all part of a life-cycle—there is no advantage in interfering with an ecology which seems to work well enough for the other professions. Furthermore, if educational studies and research at higher levels are to be carried on at university—and this does not seem to be questioned—it is important that initial training be included in the process. We are of course not arguing for initial training to be situated in the universities alone—in a binary education system there is everything to be said for teacher training and educational studies to be carried on in both sectors.

Universities are sometimes regarded, not without reason, as conservative institutions not easily amenable to change but change there has been. In the past university departments were chiefly concerned to prepare teachers for independent and grammar schools and, in retrospect at least, the task was fairly straightforward.

The course was a kind of rite of passage: a term of theory and orientation to teaching, a term of practice in the sort of school already familiar to students and then a final term of rejoicing and cultural activity, the last holiday before the beginning of real life.

Few unusual students chose to go into secondary modern schools, some perhaps because promotion was removed, and then came the comprehensive schools. For some time we shut our eyes and pretended that nothing had happened, plausibly mumbling about equal opportunities, preserving "excellence" and just making lessons more interesting, possibly slowing down the flow of teacher talk to the less able. Students who had once gone forth dizzied in their university notes to pursue in their sixth formers were puzzled. They discovered that we were dealing with children not all eager to learn and in anger they began to criticize us for not preparing them adequately.

Slowly, very slowly the university departments have responded. It has taken much time and heart-searching. We are now prepared to recognize that not all teaching takes place in homogeneous groups of thirty, that children have different learning styles, that we must pay attention to minority groups. We still do not speak out loud and clear that the majority of teachers' clients are working class children.

'Perhaps we are a kind of priesthood, not dirtying our hands with the real work but proof of its respectability'

When we acknowledge it we tend to refer to it as a problem rather than a fact. We are conscious of differences of language, culture, relative deprivation, lack of motivation but we still have not thrown our resources into preparing students for the undoubted fact that by the end of the century the overwhelming proportion of our children will be in comprehensive schools.

Or that it seems certain that large numbers will leave school without jobs to go to. Our efforts to relate our course more closely to the needs of the schools have not met with the approval of all our university colleagues. There is a deep-rooted suspicion in the universities generally of vocational training on either of any extension of it, for clergy, men, doctors, engineers have been here a long time. Many university teachers have a skewed view of



schools—as the largely hostile reaction to proposals for N and F new sixth forms demonstrates—and some tend to regard practical concerns with classroom matters as not quite proper for academics. However there are reasons why universities may wish to hold on to their initial training courses. Postgraduate students bring in substantial fees and are good for the university's standing and the hostility to teacher training is by no means universal. Part of the current unease is due to the threat of falling numbers and resources which affects most university departments. We are all looking round to see where cuts to the university status does carry weight. We certainly have an obligation to explain to our colleagues in other university departments just what we are trying to do.

Even if we were successful in justifying ourselves to the university, we would still be faced with the problem of justifying ourselves to the schools. In one respect we start with an advantage for our university status does carry weight with teachers. Perhaps we are a kind of priesthood, not dirtying our hands with the real work but proof of its respectability?

We represent a connection between the schools and the university which is valued—not necessarily for the sake of reasons and as we have suggested it is not a connection which we should push too hard since it may not be backed up by the university. Certainly in the context of initial training the links are tenuous but the postgraduate certificate is not to be seen in isolation. Increasingly we have all come to realize that it is not sufficient that teachers need to continue with their professional training through in-service courses, they need further degrees, and it begins with us. We do our work well and students enjoy their first taste of educational study, establishing with us a relationship of trust. They may be disappointed to see their professional training as a continuous process and return to the university for further study.

Where the university departments are well established, relationships made during the PGCE course can end through in-service courses. There are few secondary schools in Bristol, for instance, which do not have a full complement of our former students, many of them in responsible positions. We have by now followed a well-established path which enables us to keep going on in schools and to respond to new demands. This is not a question of old-boy networks.

we can't do many favours—but as university department tutors we are known and our word carries some weight. If we support a job application, for instance this will be an acceptable statement to governors, heads and inspectors. This sort of trust is built up over time and is of some value.

We are well aware that the attitude of teachers towards us is ambivalent. We are invited for our more comfortable working conditions and any speaker at an educational conference can get an easy round of applause by castigating teachers as failed school teachers, hopeless, impractical and out of touch. The reality is different. Our work takes us into many different schools, many different classrooms, we would have to be deaf and blind not to have a very good sense of what was going on and what changes have come about in the last decade or so. Indeed for some of these changes—more humane teacher/pupil relationships, greater flexibility in class grouping, livelier syllabuses and teaching methods—we would claim to be partly responsible. Our responsibility is shared, with advisors, radical educational publications, the general climate of opinion, but we have played our part by encouraging experimentation, by supporting students in their teaching, by encouraging them to bring their own ideas to the table. In education we can only play a small part in initial training and even professional evaluators (the latest addition to educational paradigms) would have a hard job pin-pointing our exact contribution to success or failure in the training of teachers. Yet we see no cause to be apologetic about the part we have played and are playing.

We know that despite all we say, and do, the influence of schools on young teachers is much greater than their first posts is much greater than ours—at any rate for the first year or two. The "socialization" of the young teacher into the ways of the school by heads, deputy heads, heads of department, the pupils themselves, is well documented. Indeed, it is powerful in this pressure that it is, balance the teacher training process. It is not that we can provide a better, more realistic, more relevant, more critical awareness of alternatives to what is at present being done. It is essential to the profession that it should be so. It is sometimes argued that the interest of education should be the interests of the pupils, and this is true. It is the responsibility of the school, not the university, to provide a good education. The university's role is to provide a good training for the teachers who will go on to provide a good education.

centre of innovation and good practice can quickly become routine when crucial staff leave. Another powerful argument for the preservation of training in the university is that we do have a measure of independence and academic freedom.

Clearly, without schools we have no purpose but they are in control of us: though they are in control of us, they do not dictate our attitudes. In theory schools are non-political. In fact they are political. In fact they are an expression of the political stance of the majority or at any rate of the powerful part of it. Universities have a measure of detachment from immediate political concerns, this is of immense importance. We know personally (having been banned from local schools for years following the publication of *Young Teachers*) how this relative distance can be eroded, but the distance exists and is a valuable asset. In theory at any rate, we are in a position to offer a more objective view of the educational system and to work out viable alternatives. There are existing shortcomings.

Initial training demands a partnership between ourselves and the schools, a partnership not necessarily an identity of interests. The nature of things schools tend to have a more conservative attitude to change and to practices which will prepare a young teacher to fit smoothly into the life and work of the school. It is often in the very process of ignoring the conflicts of interest which exist within schools that we assist the young teacher to deal with actual situations but at the same time to foster a critical, lively criticism (including self-criticism) and an interest in the possibility of alternatives. We do not have to be told that we are told one of us recently: "The new for new ideas is past. Conventional is the name of the game now."

... the siren voice of academic respectability casts doubts on our intellectual validity

In this time of crisis for teacher training—which is beginning to threaten the normality of the very existence of university departments, we have to steer a difficult course. On the one side there is a siren voice of academic respectability which casts doubts on our intellectual validity. On the other side there is a siren voice of practicality which casts doubts on our academic validity.

The role of university lecturers is to engage in the study of education in research and writing, not in holding the hands of teachers in the classroom. We are not to be seen as a siren voice of practicality which casts doubts on our academic validity. We are to be seen as a siren voice of academic respectability which casts doubts on our intellectual validity.

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When a second chance is a fine thing

by Elizabeth Filkin and Martin Yarnit

The most stringent entrance qualification for Second Chance to Learn, a social studies course for working class adults run by Liverpool University's Institute of Extension Studies and the WEA, is to have no qualifications; to have ceased formal education at the minimum school-leaving age. The other requirement is a keen and possibly active interest in the state of Merseyside.

Given together, these two policies take Second Chance a student body wholly untypical of adult education. Over the four years that the course has run, around three-quarters of the intake have been drawn from unskilled and semi-skilled manual working class backgrounds: more or less the reverse of the position in the Institute of Extension Studies.

This January's intake includes some 45-odd members, 16 men and women describing themselves as unemployed, housewife or retired; 16 men and women employed in unskilled or semi-skilled, mainly industrial occupations; the remainder are skilled workers, community workers and white collar employees.

This does not, of course, amount to a representative cross-section of the local working class, but it does at least ensure a weighty presence of the kinds of people whose educational needs are generally neglected.

It is especially significant considering the demands that Second Chance makes on its students. After a full day studying and debating local history, economic policy and taking part in a writers' workshop, there is then next week's work to prepare.

Each week, during the 20 weeks that the course runs, students are asked to read a set of notes on the core subject. The Making of Modern Britain, and to write short answers to four or five questions. Once a month or so, they'll be expected to write an essay, perhaps about the outcome of the General Strike or the achievements of the 1945-51 Labour Government.

Many do more than that, contributing poems and short stories to the weekly session of the writers' workshop, or interviewing friends or relatives for the history workshop. And because of the educational release to exceptional for a course of this kind, every year there are some students prepared to give up a day's pay a week, or use up their holidays, in order to keep going.

What do they get out of it? A certificate, certainly not. The almost unanimous response from students would be "confidence" and a "newer view of things". The kind of self-confidence to develop local identity and to develop a sense of their own worth and ability to express themselves with confidence.

The emphasis is on students finding out for themselves and working out their ideas together. These are things that we try to do in teaching in the abstract and instead try to relate them to the central concern of the course, which is to do Merseyside's present difficulties in the context of Britain's post-war fall from imperial greatness.

The course begins with a six week introduction, Merseyside Today, which sets the scene through the study of a handful of strategic texts: Tony Lane's book, City of Suffering, comes to mind. It is a study of the Liverpool CDP report and analyses of census data. As students work their way through the accompanying exercises, they learn the rudiments of study: summarising, paraphrasing, interpreting a graph and using a map.



Merseyside: best qualification is none

It is partly on this basis that we are financed by Liverpool Inner Areas Partnership Committee.

Involving local people is both a necessary means to the regeneration of the inner areas and an end in its own right," argued the Labour Government's White Paper, *Policy for the Inner City*, the document in which the Partnership experiment was proposed.

Returning to the students' perceptions, it is clear that Second Chance's most palpable impact is less as an activator in a narrowly political sense, than as an awakener in a sense long familiar to liberal adult education. Students may become more effective trade unionists or community organisers, and many do, but that is often secondary in their eyes to the personally liberatory effects of education.

Ken Worpole makes a similar point about the experience of the writers' workshop movement. In his anthology *Writing*, the Federation. To discover a mode of expression and release you never suspected came work, a radical change in the way you see yourself and your relationship with the world. For women, tied to the limited roles of mother and housewife, the consequences of the change can be explosive.

Some students decide to put their newly found assets to work for where and since this is Merseyside where redundancies are more common than job vacancies, they apply for a full-time degree course or for the Northern College (whose senior tutor, Ian Jackson, was one of the founders of Second Chance). With adequate preparation, most of our annual intake are capable of following a degree course, and many students are attracted by full-time higher education, partly because it is just about the only way of being paid to study.

But a three-year degree course is not suitable for everyone and many students would wish for a wider range of genuine educational options to choose from at the end of Second Chance. As it is, discretionary grants are becoming rarer and fees are rising. If, for instance, you are unemployed and manage to enrol for an interesting and relevant course, you run the risk of being cut off without benefits even if you can prove that you would still be instantly available for work (should that improbable eventuality arise).

If, as we have argued, there is a committed and growing minority of working class adults who would like to return to the experience and problems, what kinds of measures might help them to overcome the present obstacles to entry?

First there has to be an expansion of schemes providing an initial taste of education. In particular, those most at risk of the specific needs of women, blacks and young people, those who get the worst deal at present. In Liverpool, as in many other cities, there is a

growing body of tried and tested educational practice covering all these sectors. It can be built on, but it won't be cheap.

It is a false economy to pile 20 or 30 mature students into an O level class and expect them to succeed as if they had never suffered an educational setback. Working-class adult education is expensive precisely because it is compelled to offset the damage inflicted by inadequate schooling.

An expansion of access opportunities will be meaningless, though, without a parallel growth of support facilities. We've been talking for years in this country about paid educational leave and we are still far closer to the goal than the national PBT scheme, the 150 hours, demonstrates that tens of thousands of workers are serious about learning, provided they don't have to lose wages to attend a course or be expected to attend night school after a hard day's work. And why should they? The middle class has long taken for granted paid release for refresher and promotion courses.

Similarly, there has to be money for bus fares, books and child care. Single parents and women with young children at home almost automatically debarr from education unless they can get their children looked after properly. For many of our students, especially the women and the unemployed, coming on Second Chance means giving up a choice between eating and study.

And for those who do choose to continue to full-time education, it is clear that the present arrangements are dismally inadequate. Educational advice units need a large injection of cash if they are to be able to be accessible to working class communities. For those who opt for mature entrance to the university or the poly, there needs to be the kind of close educational and personal support that the weekly Second Chance tutorial can provide.

Support for these kinds of ideas has helped to bring together a growing number of bodies concerned with working class adult education in Liverpool to form the Inner Areas Adult Education Consortium. Initially established to make a common application for Partnership funds, the consortium has widened its concerns to mount a campaign against all the obstacles which discourage so many would-be students from working class backgrounds.

The problem is, as always, that the pioneering, innovative work represented in the consortium is seen as an upstart disturbance. Success is more often rewarded by extinction than by expansion. Second Chance's funding runs out in March, 1982. Judging by the history of educational experimentation in Liverpool in the 1970s, the consortium's future is far from secure.

Martin Yarnit is coordinator of Second Chance to Learn and WEA tutor organizer. Elizabeth Filkin is a lecturer in social studies at the Institute of Extension Studies.

Hatfield: lift-off for women

by Ruth Michaels

The 1970s have been the years of take off for continuing education. In spite of the current threat of depleted educational resources and the myopic reaction of local authorities to increased fees I believe the momentum is such that it cannot be reversed.

From point to three major factors which have influenced the movement. The first is structural and this is reflected in the acknowledgement by both developed and developing societies that the cumulative nature of technological change and accompanying structural changes will demand flexible and mobile labour forces.

Choosing a career can no longer be regarded as a once-and-for-all-time decision. The number of choices and the frequency at which they may have to be made is increasing and many societies are currently concerned with strategies to provide retraining and new educational opportunities to offset the radical changes in industry and the demand for new skills.

It is generally accepted that some form of continuing or permanent education is indispensable in societies where social and economic changes call for continuing social and occupational adjustment by individuals.

Secondly, there is the ideological component. The idea that "everyone has a need for and a right to education which should be available at any time throughout his or her life" is gaining currency. There is an understandable movement to redress the balance and reduce the gap between the educational opportunities now available to young people and those expected by older generations. Post-school education can no longer be seen as three or more years of study immediately following compulsory education for a qualified person, but as a necessary social priority for all age groups throughout an extended lifetime.

Thirdly, there is the very real and immediate impact on educational provision by a decline in the birthrate in many developed societies. The DES outlined the implications of this demographic change in its recent paper *Higher Education in the 1990s* and the ensuing public discussion has emphasized the need to increase the numbers of mature students entering higher education in response to the anticipated decline in young entrants.

Obviously these three factors—structural, ideological and demographic—are particularly relevant to any discussion of the participation of women in continuing education. Structural change and its implications for inbuilt unemployment will seriously affect the female labour market.

Women in industry are most heavily represented in unskilled work and their preponderance in the clerical, administrative and retail distribution sections make them particularly vulnerable to a decrease in demand in these areas. Similarly qualified women traditionally look for work in education, health and social services, all areas most under pressure to contract.

Their need to restrain and choose alternative careers is obvious. Ideologically the "right" to education throughout life has particular significance for women who have been a minority within the majority receiving further or higher education.

It is the participation of women in part-time higher education and indeed in non-advanced further education that has materially affected the adult student population. Although the number of adults taking evening courses has declined overall in the last 10 years the number of women has continued to rise and by 1976 they outnumbered men. Fewer girls than boys have taken previous experience of higher education.

the extent that they now outnumber men by three to one. It is essential to the success of any outreach programme that it should relate to the needs and characteristics of an identified group of non-traditional students. One must tread carefully on access when one is seeking to help women return to education.

One can present an ideal type for women returners. Typically they will have had little or no experience of higher education and a restricted experience of any post-school training. Most of them will have worked in one of the three major areas of female employment, clerical, retail or the service industries—work which ceased with the birth of their first child.

They will have had six or more years at home with their children and while wishing to return to a job similar to the one they previously held. Even if they do want to return to their former occupation, they will need refresher or updating courses. They lack confidence and they lack information.

For the past 10 years we have been designing courses at the polytechnic with the needs of this group in mind. In 1971 we developed the New Opportunities for Women short course which has now been emulated widely in the United Kingdom and overseas.

We hope to increase their understanding of the occupational structure and future trends and make them aware of the opportunities that exist for re-entry to education, training and employment. We aim to widen their horizons beyond the traditional fields of female employment by providing speakers from 20 or more occupations. They are encouraged to consider long-term goals and the routes to achieve them.

The course runs one day a week for 10 weeks from 10 am to 3 pm. Aside from lectures and guest speakers and discussion groups the course includes a series of assignments, a battery of interest and ability tests and to take part in simulated interviews.

The NOW course has also had its unintended consequences, the most rewarding being the fact that general plans to attract NOW students passing on the knowledge of the occupational structure and career possibilities to their children, particularly their daughters.

The NOW students have been the subject of a survey since 1971 and the desire of women to continue their education was apparent. Over 80 per cent of the students indicated they wanted to continue education during the hours their children were at school.

As a consequence we now offer preparatory courses and a degree scheme with the same part-time day attendance. The preparatory courses are designed to familiarize students with the four most common elements of study, lectures, seminars, reading and essay writing.

Students attend two days a week for an initial eight weeks and have courses in study methods, literature, human sciences and numeracy. Numeracy was at first a choice component but the women opting for it gained so much from finding they could cope we now include it as a compulsory course and it is going some way to breaking down the myth many women have that they cannot cope with mathematics.

Recently at the students' request we have extended Polyprop to include a second eight weeks course when students concentrate on two subjects. Those who achieve a satisfactory standard in both courses are eligible for a Polytechnic Certificate of Preparatory Studies. The course is not presented as an alternative to A levels but as an important stage of assessing the potential of students for their own benefit and as an indicator of achievement.

Obviously some degree courses or professional training will continue to demand specific preparation and students should be made aware of this. Our experience of offering these generalized preparatory courses shows that they are beneficial even for students who gained A levels at school or who have had some previous experience of higher education.

continued on page 12

Of course, the church repeats the argument which educators used to deploy about not being elitist. Clergy even claim to have gone native, and entered the marketplace, as if Petticoat Lane were early echoed to phrases like "God from God," and "do not bring us to the time of trial." But by and large, this they are not so culpable as the educators who led the way, and that schoolchildren studying history

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BOOKS

Particles in search of a unified theory

The Particle Play: an account of the ultimate constituents of matter by J. C. Polkinghorne
Freeman, £5.50
ISBN 0 7167 1177 X

Remarkable developments have recently taken place in our knowledge of the constituents of matter and the forces which control them. In the mid-1960s hundreds of sub-nuclear particles were known; they could be classified into families with similar properties but the origin of that classification was obscure. Of the four forces (gravitational, electromagnetic, weak and strong) we did not know the nature of the strong force (responsible for holding nuclei together) nor how to construct a consistent theory of the weak force (responsible for some radioactive decays and part of the solar energy cycle). Today we know that all the sub-nuclear particles are made of a small number of more elementary objects called quarks, bound together in different ways. Furthermore we now have a satisfactory theory of both the strong and the weak force. The weak force turns out to be a different manifestation of electromagneticism (despite its apparently quite different characteristics) and further unification with the strong

force seems possible. These dramatic breakthroughs probably have important implications for cosmology. For example, they may provide an explanation for the predominance of matter over antimatter in the Universe. We now seem to be entering a period of consolidation. The time is ripe for a good book on particle physics written for the layman, for which I detect a demand as well as a need. Although John Polkinghorne's book partly fulfils this need, I found it disappointing. The choice of material and the order of presentation strike me as unfortunate, and I think that non-scientists will find the book very hard to understand. The subject is presented in a historical way. Although this adds drama to the plot, it is not the best way to explain the present state of our knowledge. For example, the reader is led from SU(2) and we know that all the sub-nuclear particles are made of a small number of more elementary objects called quarks, bound together in different ways. Furthermore we now have a satisfactory theory of both the strong and the weak force. The weak force turns out to be a different manifestation of electromagneticism (despite its apparently quite different characteristics) and further unification with the strong

conserved quantum number called strangeness. In content the book resembles a graduate textbook written in the mid-1960s with a short addition on quarks and modern "gauge theories" of the fundamental forces. There is a whole chapter on S-matrix theory, which is surely now out of place in a popular book. Yet only 10 pages are devoted to quarks. The reader deserves more evidence and discussion. For example, having discussed the masses of the baryon decuplet in the section on SU(3), the simple explanation in terms of quark masses ought to be spelled out. In addition, "grand unified theories", which unite the strong with the electro-weak forces and claim that particles fundamentally the same, although they seem totally different, deserve a mention. Their relevance may not be established but the idea is the most exciting to emerge in recent years. While the survey of the sum-rules of knowledge is too sketchy, the map of the frontiers and foundations attempts to cover too many concepts at too great a pace. The non-scientist will find the going very hard, and keen schoolboys, who may have met some of the concepts, may find the language difficult (words like oxymoron, nugatory, Fabian

and Pickwickian are used). However, the reader who will not be misled; I found no wrong statements. John Polkinghorne has an ambitious attempt at a unified field theory. Occasional produces some striking results, for example, on whether continuous (quantum) charge is only connected with vision or absorption. "We drip from a tap which has a continuous volume of water, they splash into the bath of the quanta, the photons, and the water is lost from a bath." In addition, there is a characteristic aside which delight the author's friends. As he tells us, in his chair at Cambridge, the Anglican priesthood and physicists will mix his insights and his scholarly. C. H. Llewellyn Smith is in theoretical physics at the University of Oxford.

Practical scientist

Benjamin Thompson, Count Rumford
by Sanborn C. Brown
MIT Press, £12.40
ISBN 0 262 02138 2

There are at least three major figures in the history of modern science with the surname Thompson or Thomson. Benjamin Thompson was not the greatest of these but he was the most international. Born in the United States, he then lived successively in London, Munich and Paris. In Bavaria he was rewarded for his military and philanthropic services by being made a count and Count Rumford. He is best known for his work in founding the Royal Institution and for his many experiments on heat. His science usually had a very practical context, often military or economic. His work on the design of stoves and his interest in fuel economy may attract renewed interest at the present time.

This book represents the culmination of a lifetime's labour of love by a retired American professor of physics who, with some assistance, has been gathering material from

widely dispersed sources. However, this is no naive heroic biography. Rumford is shown to have been an inordinately ambitious and vain opportunist from the time of his first early marriage to a wealthy widow nearly twice his age. In Munich, Rumford was able to fill the role of a great scientist, in Paris he was outclassed by the galaxy of talent in the Institut. The many illustrations of apparatus in the book may encourage the modern scientific reader. On the other hand, historians will find the book of interest for its reflection of the social history of the late eighteenth and early nineteenth centuries. They might consider Rumford's attack on the caloric theory as of less interest than his history that the poor could subsist entirely on a diet of soup. Perhaps what one misses most in this book is any sustained attempt to relate the cognitive and the social dimensions of Rumford's science.

Maurice Crosland

Maurice Crosland is professor of the history of science at the University of Kent at Canterbury.

Yours sincerely, Albert Einstein

Albert Einstein: the human side, edited by Helen Dukas and Banesh Hoffman
Friedman University Press, £4.80
ISBN 0 691 08281 6

"Albert Einstein was not only the greatest scientist of his time, but also by far the most famous. Moreover, he answered letters." So begins the editor's commentary on quotations from those letters published in this book. And what letters! One is from a Jewish graduate student in psychology asking for advice about his proposed marriage to a Rebbe! Another is a begging letter from an Indian in Delhi who says he needs money to pursue a life of scholarship. A third comes from a man who claims to believe "that because of gravity a person on the spherical earth is sometimes upright, sometimes standing on his head, some-

times shaking out at right angles to the earth, and sometimes at left angles". And so on. All are left unanswered by Einstein (without thought of publication); some with great seriousness and some with a playful and never-offensive touch of humour. One hardly knows which to marvel at more—the simplicity of the queries and the responses of the great man, or the shyness of the scientist who would not let the world have lost through his failure to reply. Many books have been written about Einstein, but few have been as valuable as this one. It is a book that should be read by all who are interested in the life of the man who changed the world. It is a book that should be read by all who are interested in the life of the man who changed the world. It is a book that should be read by all who are interested in the life of the man who changed the world.



Count Rumford at the age of 41

Proust

Humour in the Works of Proust
by M. A. Screech
Oxford University Press, £8.50
ISBN 0 19 815534 4
Thames Pousitions
by Margaret Meln
Paris, 50fr

Writing about any author's humour is surely one of the most daunting tasks a critic can undertake. Nothing kills humour more than analysing it, and most of what has hitherto been written on Proust's humour (one notable exception is the chapter in Roger Shattuck's remarkable book on Proust). However, M. A. Screech does give the reader a fair idea of the range and quality of Proust's humour. She is nothing if not comprehensive, and in place of vague generalities, concrete examples proliferate. Perhaps there are too many; but one can appreciate the author's reluctance to omit any of the thousands of instances. Still, this zealousness does occasionally result in a mere listing of comic motifs or anecdotes, punctuated by a rather dry running commentary. And too often these commentaries become ponderous paraphrases or explanations of the obvious. For example, talking of the lift-boy ("le lift") in the hotel at Balbec, Proust's narrator says: "Un personnage encore inconnu de moi, qu'on appelle 'le lift'... se mit à descendre vers moi avec l'agilité d'un cerceau dans une cage, et le bruit de sa robe blanche, et le bruit de sa robe blanche, et le bruit de sa robe blanche..."

The visual resemblance between a lift running up and down with its human passenger and the clockwork effect of a squirrel's swift run up and down is the most striking feature here. There is also a brilliant element in the comparison, for the lift-boy's industry is reduced to the level of a tame squirrel's, but this is not the most noticeable element. This example demonstrates how disadvantaged any commentator on humour (especially such delicate humour as this) is from the start. This is not to disparage Dr. Screech's efforts: her book is well written, easy to follow, and it holds its own admirably. So does Margaret Meln's but in quite a different way. The title of the book is unimpressive, and so are most of the four chapters: "Le Proust", "Le Proust", "Le Proust", "Le Proust". But the author's attitude is different. She is not a mere chronicler of Proust's humour, she is a participant. She is a participant in Proust's humour, she is a participant in Proust's humour, she is a participant in Proust's humour. She is a participant in Proust's humour, she is a participant in Proust's humour, she is a participant in Proust's humour.

Christopher Innes is a professor of English and not a German specialist, but he is already known as the author of the excellent *Erwin Piscator's Political Theatre*. His new book takes up the story of the development of modern German drama since the war, not as a historical progression but as a study of form. Although the author is clearly at home with the most abstruse of Germanic theoretical abstractions, this is not so much a literary study as a book about the theatre. It makes one appreciate why contemporary German dramatists become centres of public controversy, and why the German theatre has been so prolific in plays which have taken the world by storm with one theatrical sensation after another. By the end of the war there were no new young dramatists and expressionism, the last great age of theatrical excitement, was apparently played out, apart from the brief success of Bertolt Brecht and his followers. The author's representative voice of the lost generation. Then came the Swiss, Frisch and Dürrenmatt (always named together although so dissimilar), followed by the true German dramatic theatre of Weiss and Hochhuth, all the Austrians, including the lesser known Wolfgang Bauer as well as the world-famous Handke, took back the lead. The latest phase seems to be a surprising return to quiet naturalistic, dialect folk theatre. No major section of this book is devoted to Brecht for as his plays analysed, nevertheless he is shown convincingly to be the progenitor

Richard Bales

Richard Bales lectures in French at Queen's University, Belfast.

BOOKS

Humanist with a vulgar streak

Rabelais
by M. A. Screech
Duckworth, £35.00
ISBN 0 7165 0970 X

Professor Screech has devoted most of his working life to the evangelical humanism of early sixteenth-century France, and in particular to the Rabelais studies in which he is a world authority. The title of this book suggests that it is intended to be the definitive statement. It is certainly the product of an enthusiasm of 30 years or more. It combines erudition of occasionally breath-catching skill with a gusto and quality of Proust's humour. Rabelais and Professor Screech deserve one another. Each is almost astonishingly learned. Each clearly relishes the plain man's vulgar streak. Each totally commits himself to what he believes to be the truth, and writes with a cautiously reckless daring, attempting to keep just this side of real trouble. Neither cares very much either for the academic proprieties or the opposition's views. This is the stuff of which a great scholar is made. Professor Screech so personally appropriates his subject views as to be led into serious errors of historical perspective.

In some respects this book is splendid. It well communicates Rabelais's combination of vulgarity, irreverence and obscenity together with his serious commitment to the values of Erasmusian humanism. Professor Screech is learned in the Renaissance understanding of the scriptures, the law and the magic so revered, and mocked, by Rabelais. He knows precisely what rigidities were being scoffed at, what sorts of common knowledge Rabelais could expect in his readership, and how the religious, philosophical and political propaganda was intended to work. An element of exuberant self-indulgence in his book is not unwelcome. Rabelais, however, combines what

might have been a very good introduction to his subject, communicating it in a mass of polyglot words, with very substantial academic material which is new but not academically supported, because the author does not want to drown his readers in "a mass of polyglot words". There are lapses in the erudition, but academics need to know why Professor Screech goes back on his earlier supposition that *Gargantua* might first have been published in 1535 and secondly, attracted to January 1534 as the probable date. The matter is important for any assessment of the book's audacity, and we need to know more about why Professor Screech has changed his mind. Part of the satire lay in the switching of forms and styles. On the erudite side, it is the perspective which is worrying. The method, we are informed, "consists in trying to place a work of art back into its fullest intellectual, historical and aesthetic context". Then why the sneers at each of the three mentions of Peter of Spain's *Parva Logica*? Of course Rabelais detected all the medieval logicians had come to stand for, but no author whose work played so dominating a part in European higher education for so many centuries can be shrugged off with a laugh. Part of the perspective derive from Professor

Screech's lack of interest in or concern about what Rabelais was against. The historical context is presented one-sidedly. Screech is quoted only through a quotation from Luther. The scholastics of the late fifteenth century and even the heresy-hunters of the early sixteenth had points to make, but Professor Screech is impatient to them. Rabelais's enormous contribution to the development of European legal reasoning and Pico's success at providing an immensely popular stimulus for Europe's imaginative needs both go unregarded. Professor Screech not only fails to explain the position of any of Rabelais's targets, but he seems to be unaware of the niceties of the theological position which the evangelical humanists sought to adopt. Vague references to syncretism evade the intellectual necessity of going into the theology. Professor Screech is learned on the Kabbala and has established the fact that Rabelais was learned in the law. But it is important to know how much derives from well-known compendia like the *Corpus Juris Canonici* and how much, if anything, Rabelais might have read elsewhere. The book eludes such requirements by pretending to be popular; while in fact including in a thrusting academic debt, without the proper support of footnotes and a bibliography. This is a splendidly lively and often, in spite of some mistakes and misunderstandings, a splendidly accurate and really with even more of all sorts, and it adopts a tone and makes assumptions which will annoy a lot of people. But it remains a book it will be difficult to ignore in any future discussion of Rabelais. The price, incidentally, is too high.

A. H. T. Levi

A. H. T. Levi is a Buchanan professor of French at the University of St. Andrews.

German theatrical sensations

Modern German Drama: a study in form
by Christopher Innes
Cambridge University Press, £19.50
and £5.50
ISBN 0 521 22576 6 and 29560 2

The Theatre of Friedrich Dürrenmatt: a study in the possibility of freedom
by Kenneth S. Whilton
Oxford, £19.95
ISBN 0 85496 072 4

much that was to prove more fruitful. Innes is to excel in tracing the differences between dialectical drama and parable, theatre of the links, say, between Brecht, Horvath and Handke. He spends curiously little time on the expressionists and a welcome amount of time on the German absurdists, and he is good on the weaknesses as well as the strengths of even the most highly praised of contemporary dramatists. Dürrenmatt, for example, is rightly exposed for the pretentious sham he probably is. In general the level of critical perception in this book is extremely high. Innes is aware of the wide range of European theatre, as well as the specifically German scenes and makes the appropriate connections, for example between the Germans and the much more significant French absurdist. He can show the importance of Edward Bond to German theatre and that of the Germans to Bond. He has understood the theoretical basis for the different theatrical forms he is discussing, but he is more important, he appreciates the difference between theory and practice. The play on the stage is not the same as the play on the page. Dürrenmatt was the most produced German playwright during the period 1960-1970. Kenneth Whilton's book is therefore a very welcome close study of the dramatist. The author has seen Dürrenmatt's plays in production, has interviewed the author, and has written learned articles and a doctoral dissertation about him. Despite the word theatre in the title and occasional references in the text to scandals and sessions, fantastic rewards and box-office success, this is really a literary study and not theatre history. The author pursues his argument through the plays in Dürrenmatt's works. They are, he argues, not comedies but *Komödien* in a very specific Aristophanic sense. This means a hunt for the *alazon* (the rigid man with the *idea fixe*), the *tyron* (the inept man) and the *hikan* (the buffoon). It also means that Whilton is

much concerned with exact definitions and distinctions. He examines each play to establish whether it is a straightforward *Komödie*, a tragedy, a tragic-comedy in the sense defined by Grotius, or a tragic *Komödie*. Even the *Die vier Tage der Wälschens*, a parody of parody, satire and melodrama are also planned down, but Whilton's favourite term is "pantomime". He judges the plays by how well they measure up to these generic descriptions. Whilton considers that Dürrenmatt's early and unsuccessful baroque beginnings, like *It is written* are important mainly because they made him realise he was a writer. Innes is aware of the wide range of European theatre, as well as the specifically German scenes and makes the appropriate connections, for example between the Germans and the much more significant French absurdist. He can show the importance of Edward Bond to German theatre and that of the Germans to Bond. He has understood the theoretical basis for the different theatrical forms he is discussing, but he is more important, he appreciates the difference between theory and practice. The play on the stage is not the same as the play on the page. Dürrenmatt was the most produced German playwright during the period 1960-1970. Kenneth Whilton's book is therefore a very welcome close study of the dramatist. The author has seen Dürrenmatt's plays in production, has interviewed the author, and has written learned articles and a doctoral dissertation about him. Despite the word theatre in the title and occasional references in the text to scandals and sessions, fantastic rewards and box-office success, this is really a literary study and not theatre history. The author pursues his argument through the plays in Dürrenmatt's works. They are, he argues, not comedies but *Komödien* in a very specific Aristophanic sense. This means a hunt for the *alazon* (the rigid man with the *idea fixe*), the *tyron* (the inept man) and the *hikan* (the buffoon). It also means that Whilton is

Genet

Genet: a collection of critical essays edited by Peter Brooks and Joseph Helweg
Prentice-Hall, £6.45 and £2.55
ISBN 0 13 351148 0 and 351130 8

It was once shocking, but is now a commonplace, that two of the greatest French writers of this century, Marcel Proust and Jean Genet—have been homosexuals, and that their homosexuality has influenced their work in fruitful if sometimes surprising ways. In a perceptive introduction to this useful collection of critical essays, Professors Brooks and Helweg dwell on the extent of Genet's debt to Proust, and particularly to his great creation, the Baron de Charlus; with Genet, as with Proust, "two primary, inseparable sources of form" are present throughout: sexuality and language. The two things are perhaps even more closely connected in Genet than they are in Proust, and help account for the "generalized explosive shock" of Genet's work. The power relationships which dominate it become sexualizations of sexual and linguistic patterns, out of which fluid energies emerge, a patterned world of oppressions and violent acts in ritualized literary forms.

This certainly goes some way to explaining why the dramatic work is such a potent force in contemporary theatre. I have always thought that Genet has elaborated on the basis of his awareness of the ambiguity of the "femininity" of the passive partner in a male homosexual relationship, those profound paradoxes of illusion, appearance and reality with which his greatest plays engage. Perhaps because it is so short, so intense, a claustrophobic and so authentically rhetorical, *The Maids* seem to me the finest of all. But *The Balcony*—in which group of negro actors give expression to their alienation by choosing to perform before an audience of fellow-blacks grotesquely masked as white queen, judge, missionary and so on—runs it a close second. Much is made, by Sartre and others, of Genet's role as a scourge of society, a rebuke to the outcast, being illegitimate, homosexual and criminal. This could be an exaggeration, and indeed I would argue that Genet, by typicating him so easily as a social outcast, has done the immensely influential essay "Saint Genet, Actor and Martyr" (of 1952), caused his natural writing talent to wither. It is more than homosexuality, Genet has in common with that greatest of all precocious literary geniuses, Arthur Rimbaud; in the last decade or so Genet appears to have written nothing of importance, but to have plunged instead into political activity, notably in the Third World.

If that is the case it is a serious loss to the theatre, which badly needs his acute sense of power and ritual. The loss to the novel is not so great, because Genet was never a natural novelist: more a poet who found the looseness of fiction useful in the rhetorical shaping of his poetic fantasies. But the theatre will not see his like again. For some reason this Genet is a late addition to the excellent "Twentieth Century Views" series, but perhaps it comes at the right time and gives us an opportunity to take stock. All the best Genet criticism—by Sartre, Barthes, Goldmann, Goldmann, Tillyard and Cope—has been reprinted, and there is properly much emphasis on the plays in performance and on the important part played in the realization of the texts by such directors as Roger Blin. It was Blin, I believe, who said: "Genet is a man who served as a mediator." But Genet is 70 at the end of this year and there has been no stage premiere since *The Screens*—itself a flawed work—in 1968. Still, as Brooks and Helweg point out, "it will be a long time before we arrive at a truly objective verdict on Genet; he continues to be an unsettling force in culture". John Fletcher

John Fletcher

John Fletcher is professor of comparative literature at the University of East Anglia.

NOTICE BOARD

Noticeboard is compiled by Patricia Sandford and Mila Goldie

Forthcoming events

Dr Anthony Dyson, a former canon at St George's Chapel, Windsor Castle, is to be the new theology professor at the University of Manchester.

Professor Daniel Joseph Bradley, professor of optics at Imperial College, London, and head of the physics department, has been appointed to the chair in optical electronics at Trinity College, Dublin.

Professor Amartya Kumar Sen, professor of economics and fellow of Nuffield College, has been appointed to the Drummond chair of political economy at the University of Oxford.

Professor E. N. Corlett, professor of industrial ergonomics and director of the Ergonomics Information Analysis Centre, has been appointed to the Cripps chair of production engineering and production management at the University of Nottingham. He will take up his appointment on April 1, 1980.

Dr John Miles Dillon, professor of classics and chairman of the department of classics at Berkeley, has been appointed to the Regius chair of Greek at Trinity College, Dublin, from October 1, 1980. He succeeds Professor W. B. Stanford, who is retiring.

Dr Alvin William Niewon, senior lecturer in the department of chemical and biochemical engineering at Imperial College, London, has been appointed to a vacant chair of chemical engineering from April 1, 1980.

Dr A. C. Walker, associate of the Royal College of Science and Technology, reader in structural engineering at the University of London, has been appointed to the new chair in experimental mechanics in the department of mechanical engineering at the University of Surrey.

"The new industrial revolution: The new attitude to communication within British industry and the New Techniques now being employed" a spring term lecture of Michael Barratt, communications consultant formerly with the BBC to be held on February 26 at the Polytechnic of North London, Ladbrooke House, Highbury Grove, London N5. Admission free without ticket.

"The Very Small and the Very Large" by Dr J. R. Ellis (February 26) "The Tools of Modern Physics" by Dr J. B. Adams, executive director general CERN (March 4) and "Questions for the Future" by Professor M. Gell-Mann, California Institute of Technology (March 11), the last in the series of Wolfson College lectures on "The Nature of Matter" to be delivered at the college, Oxford at 5 pm.

"Scholarly Freedom and Human Rights" by Professor John M. Ziman, professor of physics at the University of Bristol, the first lecture in a series

on "Freedom and Conscience" organised by Heriot-Watt University will be delivered on February 28 at the university's Mountbatten Building, Grassmarket, Edinburgh. Further lectures in the series will be given by Professor Alan Thompson, professor of economics of Government at the University of Freedom and Responsibility in Broadcasting.

"Medicine and the Community" an inaugural lecture by Professor J. H. Elwood, professor of social and preventive medicine will be delivered on February 27 in the New Physics Lecture Theatre of Queen's University Belfast. Also at Queen's, a public lecture "From microbe to man" by Professor Harold Ellis, professor of surgery, to be delivered on March 20 in the New Physics Lecture Theatre of the Medical Biology Centre.

"Schooling, Liberation and Repression" an inaugural lecture by Professor Anthony Edwards, professor of education to be delivered on March 4 in the Curtis Auditorium of the School of Physics, University of Newcastle upon Tyne. Admission free.

Appointments

Universities

Birmingham
Conferment of the title of reader: Dr Michael Tobin (special education).

Liverpool
Chancellor of the University: Philip William Bryce Lever, Third Viscount Leverhulme.

Leeds
Lecturers: M. Darnell (electronics); P. R. Kirk (micro-electronics). Research fellows: G. C. Crumplin, B. Grenfell, A. J. Gillings, B. J. Pen-

nnington and A. J. Wilson (biology); F. Giordano, D. Martin (chemistry); D. A. Nott (social administration and social work, reappointment); Anne Digby and Sandra Hutton (social and economic research).

Research assistants: Elizabeth A. Hirst and J. W. Lock (biology); C. W. Johnson, C. Runciman, R. Rutledge, G. M. Tomlinson and A. J. Wellings (computer science); A. C. Holloway and D. C. Margiotta (psychology); T. Connor (centre for Southern African studies); Searchroom archivist: C. C. Webb (Borthwick Institute of Historical Research); Assistant Librarian: Miss J. Williams (York Minister Library).

Queen Elizabeth College
Chemistry—Dr A. J. MacLeod—£19,223 from the SRC to support research into the formation and properties of nitrides and nitrates from the reaction of nitrogen with various metals.

Physics and computer science—Professor R. E. Burge (physics) and Mr P. L. Meek (computer science)—£23,574 from the SRC for research in "Computer-assisted learning laboratory project".

Chemistry—Professor H. A. S. Smith—£23,574 from the SRC for research into quadrupole double resonance.

University of London
Curriculum design and development: Dr A. C. Walker (1980-81); Dr A. C. Walker (1981-82).

University of Manchester
Curriculum design and development: Dr A. C. Walker (1980-81); Dr A. C. Walker (1981-82).

University of Nottingham
Curriculum design and development: Dr A. C. Walker (1980-81); Dr A. C. Walker (1981-82).

University of Oxford
Curriculum design and development: Dr A. C. Walker (1980-81); Dr A. C. Walker (1981-82).

University of Warwick
Curriculum design and development: Dr A. C. Walker (1980-81); Dr A. C. Walker (1981-82).

University of York
Curriculum design and development: Dr A. C. Walker (1980-81); Dr A. C. Walker (1981-82).

Open University programmes February 23 to February 29

Saturday February 23

7.00 Management in education: Studies in the field of education (1000-1001, 1002-1003, 1004-1005, 1006-1007, 1008-1009, 1010-1011, 1012-1013, 1014-1015, 1016-1017, 1018-1019, 1020-1021, 1022-1023, 1024-1025, 1026-1027, 1028-1029, 1030-1031, 1032-1033, 1034-1035, 1036-1037, 1038-1039, 1040-1041, 1042-1043, 1044-1045, 1046-1047, 1048-1049, 1050-1051, 1052-1053, 1054-1055, 1056-1057, 1058-1059, 1060-1061, 1062-1063, 1064-1065, 1066-1067, 1068-1069, 1070-1071, 1072-1073, 1074-1075, 1076-1077, 1078-1079, 1080-1081, 1082-1083, 1084-1085, 1086-1087, 1088-1089, 1090-1091, 1092-1093, 1094-1095, 1096-1097, 1098-1099, 1100-1101, 1102-1103, 1104-1105, 1106-1107, 1108-1109, 1110-1111, 1112-1113, 1114-1115, 1116-1117, 1118-1119, 1120-1121, 1122-1123, 1124-1125, 1126-1127, 1128-1129, 1130-1131, 1132-1133, 1134-1135, 1136-1137, 1138-1139, 1140-1141, 1142-1143, 1144-1145, 1146-1147, 1148-1149, 1150-1151, 1152-1153, 1154-1155, 1156-1157, 1158-1159, 1160-1161, 1162-1163, 1164-1165, 1166-1167, 1168-1169, 1170-1171, 1172-1173, 1174-1175, 1176-1177, 1178-1179, 1180-1181, 1182-1183, 1184-1185, 1186-1187, 1188-1189, 1190-1191, 1192-1193, 1194-1195, 1196-1197, 1198-1199, 1200-1201, 1202-1203, 1204-1205, 1206-1207, 1208-1209, 1210-1211, 1212-1213, 1214-1215, 1216-1217, 1218-1219, 1220-1221, 1222-1223, 1224-1225, 1226-1227, 1228-1229, 1230-1231, 1232-1233, 1234-1235, 1236-1237, 1238-1239, 1240-1241, 1242-1243, 1244-1245, 1246-1247, 1248-1249, 1250-1251, 1252-1253, 1254-1255, 1256-1257, 1258-1259, 1260-1261, 1262-1263, 1264-1265, 1266-1267, 1268-1269, 1270-1271, 1272-1273, 1274-1275, 1276-1277, 1278-1279, 1280-1281, 1282-1283, 1284-1285, 1286-1287, 1288-1289, 1290-1291, 1292-1293, 1294-1295, 1296-1297, 1298-1299, 1300-1301, 1302-1303, 1304-1305, 1306-1307, 1308-1309, 1310-1311, 1312-1313, 1314-1315, 1316-1317, 1318-1319, 1320-1321, 1322-1323, 1324-1325, 1326-1327, 1328-1329, 1330-1331, 1332-1333, 1334-1335, 1336-1337, 1338-1339, 1340-1341, 1342-1343, 1344-1345, 1346-1347, 1348-1349, 1350-1351, 1352-1353, 1354-1355, 1356-1357, 1358-1359, 1360-1361, 1362-1363, 1364-1365, 1366-1367, 1368-1369, 1370-1371, 1372-1373, 1374-1375, 1376-1377, 1378-1379, 1380-1381, 1382-1383, 1384-1385, 1386-1387, 1388-1389, 1390-1391, 1392-1393, 1394-1395, 1396-1397, 1398-1399, 1400-1401, 1402-1403, 1404-1405, 1406-1407, 1408-1409, 1410-1411, 1412-1413, 1414-1415, 1416-1417, 1418-1419, 1420-1421, 1422-1423, 1424-1425, 1426-1427, 1428-1429, 1430-1431, 1432-1433, 1434-1435, 1436-1437, 1438-1439, 1440-1441, 1442-1443, 1444-1445, 1446-1447, 1448-1449, 1450-1451, 1452-1453, 1454-1455, 1456-1457, 1458-1459, 1460-1461, 1462-1463, 1464-1465, 1466-1467, 1468-1469, 1470-1471, 1472-1473, 1474-1475, 1476-1477, 1478-1479, 1480-1481, 1482-1483, 1484-1485, 1486-1487, 1488-1489, 1490-1491, 1492-1493, 1494-1495, 1496-1497, 1498-1499, 1500-1501, 1502-1503, 1504-1505, 1506-1507, 1508-1509, 1510-1511, 1512-1513, 1514-1515, 1516-1517, 1518-1519, 1520-1521, 1522-1523, 1524-1525, 1526-1527, 1528-1529, 1530-1531, 1532-1533, 1534-1535, 1536-1537, 1538-1539, 1540-1541, 1542-1543, 1544-1545, 1546-1547, 1548-1549, 1550-1551, 1552-1553, 1554-1555, 1556-1557, 1558-1559, 1560-1561, 1562-1563, 1564-1565, 1566-1567, 1568-1569, 1570-1571, 1572-1573, 1574-1575, 1576-1577, 1578-1579, 1580-1581, 1582-1583, 1584-1585, 1586-1587, 1588-1589, 1590-1591, 1592-1593, 1594-1595, 1596-1597, 1598-1599, 1600-1601, 1602-1603, 1604-1605, 1606-1607, 1608-1609, 1610-1611, 1612-1613, 1614-1615, 1616-1617, 1618-1619, 1620-1621, 1622-1623, 1624-1625, 1626-1627, 1628-1629, 1630-1631, 1632-1633, 1634-1635, 1636-1637, 1638-1639, 1640-1641, 1642-1643, 1644-1645, 1646-1647, 1648-1649, 1650-1651, 1652-1653, 1654-1655, 1656-1657, 1658-1659, 1660-1661, 1662-1663, 1664-1665, 1666-1667, 1668-1669, 1670-1671, 1672-1673, 1674-1675, 1676-1677, 1678-1679, 1680-1681, 1682-1683, 1684-1685, 1686-1687, 1688-1689, 1690-1691, 1692-1693, 1694-1695, 1696-1697, 1698-1699, 1700-1701, 1702-1703, 1704-1705, 1706-1707, 1708-1709, 1710-1711, 1712-1713, 1714-1715, 1716-1717, 1718-1719, 1720-1721, 1722-1723, 1724-1725, 1726-1727, 1728-1729, 1730-1731, 1732-1733, 1734-1735, 1736-1737, 1738-1739, 1740-1741, 1742-1743, 1744-1745, 1746-1747, 1748-1749, 1750-1751, 1752-1753, 1754-1755, 1756-1757, 1758-1759, 1760-1761, 1762-1763, 1764-1765, 1766-1767, 1768-1769, 1770-1771, 1772-1773, 1774-1775, 1776-1777, 1778-1779, 1780-1781, 1782-1783, 1784-1785, 1786-1787, 1788-1789, 1790-1791, 1792-1793, 1794-1795, 1796-1797, 1798-1799, 1800-1801, 1802-1803, 1804-1805, 1806-1807, 1808-1809, 1810-1811, 1812-1813, 1814-1815, 1816-1817, 1818-1819, 1820-1821, 1822-1823, 1824-1825, 1826-1827, 1828-1829, 1830-1831, 1832-1833, 1834-1835, 1836-1837, 1838-1839, 1840-1841, 1842-1843, 1844-1845, 1846-1847, 1848-1849, 1850-1851, 1852-1853, 1854-1855, 1856-1857, 1858-1859, 1860-1861, 1862-1863, 1864-1865, 1866-1867, 1868-1869, 1870-1871, 1872-1873, 1874-1875, 1876-1877, 1878-1879, 1880-1881, 1882-1883, 1884-1885, 1886-1887, 1888-1889, 1890-1891, 1892-1893, 1894-1895, 1896-1897, 1898-1899, 1900-1901, 1902-1903, 1904-1905, 1906-1907, 1908-1909, 1910-1911, 1912-1913, 1914-1915, 1916-1917, 1918-1919, 1920-1921, 1922-1923, 1924-1925, 1926-1927, 1928-1929, 1930-1931, 1932-1933, 1934-1935, 1936-1937, 1938-1939, 1940-1941, 1942-1943, 1944-1945, 1946-1947, 1948-1949, 1950-1951, 1952-1953, 1954-1955, 1956-1957, 1958-1959, 1960-1961, 1962-1963, 1964-1965, 1966-1967, 1968-1969, 1970-1971, 1972-1973, 1974-1975, 1976-1977, 1978-1979, 1980-1981, 1982-1983, 1984-1985, 1986-1987, 1988-1989, 1990-1991, 1992-1993, 1994-1995, 1996-1997, 1998-1999, 2000-2001, 2002-2003, 2004-2005, 2006-2007, 2008-2009, 2010-2011, 2012-2013, 2014-2015, 2016-2017, 2018-2019, 2020-2021, 2022-2023, 2024-2025, 2026-2027, 2028-2029, 2030-2031, 2032-2033, 2034-2035, 2036-2037, 2038-2039, 2040-2041, 2042-2043, 2044-2045, 2046-2047, 2048-2049, 2050-2051, 2052-2053, 2054-2055, 2056-2057, 2058-2059, 2060-2061, 2062-2063, 2064-2065, 2066-2067, 2068-2069, 2070-2071, 2072-2073, 2074-2075, 2076-2077, 2078-2079, 2080-2081, 2082-2083, 2084-2085, 2086-2087, 2088-2089, 2090-2091, 2092-2093, 2094-2095, 2096-2097, 2098-2099, 2100-2101, 2102-2103, 2104-2105, 2106-2107, 2108-2109, 2110-2111, 2112-2113, 2114-2115, 2116-2117, 2118-2119, 2120-2121, 2122-2123, 2124-2125, 2126-2127, 2128-2129, 2130-2131, 2132-2133, 2134-2135, 2136-2137, 2138-2139, 2140-2141, 2142-2143, 2144-2145, 2146-2147, 2148-2149, 2150-2151, 2152-2153, 2154-2155, 2156-2157, 2158-2159, 2160-2161, 2162-2163, 2164-2165, 2166-2167, 2168-2169, 2170-2171, 2172-2173, 2174-2175, 2176-2177, 2178-2179, 2180-2181, 2182-2183, 2184-2185, 2186-2187, 2188-2189, 2190-2191, 2192-2193, 2194-2195, 2196-2197, 2198-2199, 2200-2201, 2202-2203, 2204-2205, 2206-2207, 2208-2209, 2210-2211, 2212-2213, 2214-2215, 2216-2217, 2218-2219, 2220-2221, 2222-2223, 2224-2225, 2226-2227, 2228-2229, 2230-2231, 2232-2233, 2234-2235, 2236-2237, 2238-2239, 2240-2241, 2242-2243, 2244-2245, 2246-2247, 2248-2249, 2250-2251, 2252-2253, 2254-2255, 2256-2257, 2258-2259, 2260-2261, 2262-2263, 2264-2265, 2266-2267, 2268-2269, 2270-2271, 2272-2273, 2274-2275, 2276-2277, 2278-2279, 2280-2281, 2282-2283, 2284-2285, 2286-2287, 2288-2289, 2290-2291, 2292-2293, 2294-2295, 2296-2297, 2298-2299, 2300-2301, 2302-2303, 2304-2305, 2306-2307, 2308-2309, 2310-2311, 2312-2313, 2314-2315, 2316-2317, 2318-2319, 2320-2321, 2322-2323, 2324-2325, 2326-2327, 2328-2329, 2330-2331, 2332-2333, 2334-2335, 2336-2337, 2338-2339, 2340-2341, 2342-2343, 2344-2345, 2346-2347, 2348-2349, 2350-2351, 2352-2353, 2354-2355, 2356-2357, 2358-2359, 2360-2361, 2362-2363, 2364-2365, 2366-2367, 2368-2369, 2370-2371, 2372-2373, 2374-2375, 2376-2377, 2378-2379, 2380-2381, 2382-2383, 2384-2385, 2386-2387, 2388-2389, 2390-2391, 2392-2393, 2394-2395, 2396-2397, 2398-2399, 2400-2401, 2402-2403, 2404-2405, 2406-2407, 2408-2409, 2410-2411, 2412-2413, 2414-2415, 2416-2417, 2418-2419, 2420-2421, 2422-2423, 2424-2425, 2426-2427, 2428-2429, 2430-2431, 2432-2433, 2434-2435, 2436-2437, 2438-2439, 2440-2441, 2442-2443, 2444-2445, 2446-2447, 2448-2449, 2450-2451, 2452-2453, 2454-2455, 2456-2457, 2458-2459, 2460-2461, 2462-2463, 2464-2465, 2466-2467, 2468-2469, 2470-2471, 2472-2473, 2474-2475, 2476-2477, 2478-2479, 2480-2481, 2482-2483, 2484-2485, 2486-2487, 2488-2489, 2490-2491, 2492-2493, 2494-2495, 2496-2497, 2498-2499, 2500-2501, 2502-2503, 2504-2505, 2506-2507, 2508-2509, 2510-2511, 2512-2513, 2514-2515, 2516-2517, 2518-2519, 2520-2521, 2522-2523, 2524-2525, 2526-2527, 2528-2529, 2530-2531, 2532-2533, 2534-2535, 2536-2537, 2538-2539, 2540-2541, 2542-2543, 2544-2545, 2546-2547, 2548-2549, 2550-2551, 2552-2553, 2554-2555, 2556-2557, 2558-2559, 2560-2561, 2562-2563, 2564-2565, 2566-2567, 2568-2569, 2570-2571, 2572-2573, 2574-2575, 2576-2577, 2578-2579, 2580-2581, 2582-2583, 2584-2585, 2586-2587, 2588-2589, 2590-2591, 2592-2593, 2594-2595, 2596-2597, 2598-2599, 2600-2601, 2602-2603, 2604-2605, 2606-2607, 2608-2609, 2610-2611, 2612-2613, 2614-2615, 2616-2617, 2618-2619, 2620-2621, 2622-2623, 2624-2625, 2626-2627, 2628-2629, 2630-2631, 2632-2633, 2634-2635, 2636-2637, 2638-2639, 2640-2641, 2642-2643, 2644-2645, 2646-2647, 2648-2649, 2650-2651, 2652-2653, 2654-2655, 2656-2657, 2658-2659, 2660-2661, 2662-2663, 2664-2665, 2666-2667, 2668-2669, 2670-2671, 2672-2673, 2674-2675, 2676-2677, 2678-2679, 2680-2681, 2682-2683, 2684-2685, 2686-2687, 2688-2689, 2690-2691, 2692-2693, 2694-2695, 2696-2697, 2698-2699, 2700-2701, 2702-2703, 2704-2705, 2706-2707, 2708-2709, 2710-2711, 2712-2713, 2714-2715, 2716-2717, 2718-2719, 2720-2721, 2722-2723, 2724-2725, 2726-2727, 2728-2729, 2730-2731, 2732-2733, 273

Universities continued

UNIVERSITY OF
PAPUA NEW GUINEA
(Port Moresby)

Applications are invited for the post of

ACADEMIC HEAD OF
THE DEPARTMENT OF
EXTENSION STUDIES

The appointment will be made at either Professor or Associate Professor level. The appointee will be required to assume the major responsibility in the Department for the development of the whole range of Extension Studies activities. Applicants should have extensive experience in the academic and administrative aspects of adult and distance education, especially in the third world. Applicants should also have high academic qualifications in the social sciences or the humanities, and be prepared to teach and research in these areas as appropriate to the activities of Extension Studies. The post of Director of Extension Studies will become an elected one upon the departure of the present Director. The appointee for the present post will be eligible to be elected to the post of Director, and there is a strong possibility that the current stage of development of the Department will occur in the first instance.

Salaries: Professor, K18,730 p.a. Associate Professor, K17,830 p.a. plus gratuity. 3-year contract; research support; accommodation; family allowances; baggage allowance; annual leave; pension; medical cover. Detailed applications (2 copies) including a curriculum vitae and references should be sent by 10th March, 1980, to The Assistant Secretary, Box 1429, University P.O., Port Moresby, Papua New Guinea. Applicants resident in U.K. should also send a copy to Inter-University Council, 50/51 Tottenham Court Road, London, W1P 0DT. Further particulars are available from either address.

DEPARTMENT OF
PHYSICS

Applications are invited for two Postgraduate Research Fellowships in the Department of Physics. The dates should have an active research interest in the Theory of Elementary Particles. The Fellowships will depend upon qualifications and experience, and will be on the A.A. scale starting from £5,352 (under review).

The appointment will be for a period of up to two years. Further particulars may be obtained from N. J. Gibbons, Physics Department, The University of Southampton, SO9 5NH, to whom applications should be sent not later than March 31, 1980.

ASTON IN BIRMINGHAM

MANAGEMENT CENTRE
LECTURER IN ACCOUNTING
A vacancy exists for a Lecturer in Accounting in the Management Centre of Aston University. The post holder will be responsible for the teaching of accounting to students on the B.Com. (Hons) and B.Sc. (Hons) programmes. The post holder should have a degree in accounting or a related discipline and should have at least five years' experience in the field of accounting. The post holder should also have a strong commitment to research and to the development of the Management Centre. Applications should be sent to the Director of the Management Centre, Aston University, Birmingham B4 7ET, by 10th March 1980.

HULL

THE UNIVERSITY OF HULL
DEPARTMENT OF PHYSICS
Applications are invited for a Lecturer in Physics. The post holder will be responsible for the teaching of physics to students on the B.Sc. (Hons) and B.A. (Hons) programmes. The post holder should have a degree in physics or a related discipline and should have at least five years' experience in the field of physics. The post holder should also have a strong commitment to research and to the development of the Department of Physics. Applications should be sent to the Director of the Department of Physics, University of Hull, Hull HU6 7RH, by 10th March 1980.

LONDON

THE UNIVERSITY OF
LONDON

LECTURER IN HISTORY
There is a vacancy for an Assistant Lecturer in History. The post holder will be responsible for the teaching of history to students on the B.A. (Hons) and B.Sc. (Hons) programmes. The post holder should have a degree in history or a related discipline and should have at least five years' experience in the field of history. The post holder should also have a strong commitment to research and to the development of the Department of History. Applications should be sent to the Director of the Department of History, University of London, London WC1E 6BT, by 10th March 1980.

DURHAM

THE UNIVERSITY OF
DURHAM

MANAGEMENT CENTRE
LECTURER IN ACCOUNTING
A vacancy exists for a Lecturer in Accounting in the Management Centre of Durham University. The post holder will be responsible for the teaching of accounting to students on the B.Com. (Hons) and B.Sc. (Hons) programmes. The post holder should have a degree in accounting or a related discipline and should have at least five years' experience in the field of accounting. The post holder should also have a strong commitment to research and to the development of the Management Centre. Applications should be sent to the Director of the Management Centre, Durham University, Durham, by 10th March 1980.

HULL

THE UNIVERSITY OF
HULL

LECTURER IN ANALYTICAL CHEMISTRY
Applications are invited for a Lecturer in Analytical Chemistry. The post holder will be responsible for the teaching of analytical chemistry to students on the B.Sc. (Hons) and B.A. (Hons) programmes. The post holder should have a degree in analytical chemistry or a related discipline and should have at least five years' experience in the field of analytical chemistry. The post holder should also have a strong commitment to research and to the development of the Department of Analytical Chemistry. Applications should be sent to the Director of the Department of Analytical Chemistry, University of Hull, Hull HU6 7RH, by 10th March 1980.

LANCASTER

THE UNIVERSITY OF
LANCASTER

DEPARTMENT OF PHYSICS
Applications are invited for a Lecturer in Physics. The post holder will be responsible for the teaching of physics to students on the B.Sc. (Hons) and B.A. (Hons) programmes. The post holder should have a degree in physics or a related discipline and should have at least five years' experience in the field of physics. The post holder should also have a strong commitment to research and to the development of the Department of Physics. Applications should be sent to the Director of the Department of Physics, Lancaster University, Lancaster, by 10th March 1980.

LONDON

UNIVERSITY COLLEGE
LONDON

DEPARTMENT OF PHYSICS
Applications are invited for a Lecturer in Physics. The post holder will be responsible for the teaching of physics to students on the B.Sc. (Hons) and B.A. (Hons) programmes. The post holder should have a degree in physics or a related discipline and should have at least five years' experience in the field of physics. The post holder should also have a strong commitment to research and to the development of the Department of Physics. Applications should be sent to the Director of the Department of Physics, University College London, London, by 10th March 1980.

LONDON

THE UNIVERSITY OF
LONDON

LECTURER IN HISTORY
Applications are invited for a Lecturer in History. The post holder will be responsible for the teaching of history to students on the B.A. (Hons) and B.Sc. (Hons) programmes. The post holder should have a degree in history or a related discipline and should have at least five years' experience in the field of history. The post holder should also have a strong commitment to research and to the development of the Department of History. Applications should be sent to the Director of the Department of History, University of London, London WC1E 6BT, by 10th March 1980.

LONDON

THE UNIVERSITY OF
LONDON

LECTURER IN HISTORY
Applications are invited for a Lecturer in History. The post holder will be responsible for the teaching of history to students on the B.A. (Hons) and B.Sc. (Hons) programmes. The post holder should have a degree in history or a related discipline and should have at least five years' experience in the field of history. The post holder should also have a strong commitment to research and to the development of the Department of History. Applications should be sent to the Director of the Department of History, University of London, London WC1E 6BT, by 10th March 1980.

LONDON

THE UNIVERSITY OF
LONDON

GOLDSMITHS' COLLEGE
SCHOOL OF ADULT AND DISTANCE EDUCATION
Applications are invited for a Lecturer in Adult and Distance Education. The post holder will be responsible for the teaching of adult and distance education to students on the B.A. (Hons) and B.Sc. (Hons) programmes. The post holder should have a degree in adult and distance education or a related discipline and should have at least five years' experience in the field of adult and distance education. The post holder should also have a strong commitment to research and to the development of the School of Adult and Distance Education. Applications should be sent to the Director of the School of Adult and Distance Education, Goldsmiths' College, University of London, London, by 10th March 1980.

MALAYA

THE UNIVERSITY OF
MALAYA

FACULTY OF SCIENCE
Applications are invited for a Lecturer in Science. The post holder will be responsible for the teaching of science to students on the B.Sc. (Hons) and B.A. (Hons) programmes. The post holder should have a degree in science or a related discipline and should have at least five years' experience in the field of science. The post holder should also have a strong commitment to research and to the development of the Faculty of Science. Applications should be sent to the Director of the Faculty of Science, University of Malaya, Kuala Lumpur, by 10th March 1980.

DEPARTMENT OF GEOLOGY

THE UNIVERSITY OF
MALAYA

Applications are invited for a Lecturer in Geology. The post holder will be responsible for the teaching of geology to students on the B.Sc. (Hons) and B.A. (Hons) programmes. The post holder should have a degree in geology or a related discipline and should have at least five years' experience in the field of geology. The post holder should also have a strong commitment to research and to the development of the Department of Geology. Applications should be sent to the Director of the Department of Geology, University of Malaya, Kuala Lumpur, by 10th March 1980.

MIDDLESEX

THE UNIVERSITY OF
MIDDLESEX

SCHOOL OF SOCIAL SCIENCES
Applications are invited for a Lecturer in Social Sciences. The post holder will be responsible for the teaching of social sciences to students on the B.A. (Hons) and B.Sc. (Hons) programmes. The post holder should have a degree in social sciences or a related discipline and should have at least five years' experience in the field of social sciences. The post holder should also have a strong commitment to research and to the development of the School of Social Sciences. Applications should be sent to the Director of the School of Social Sciences, University of Middlesex, London, by 10th March 1980.

MIDDLESEX

THE UNIVERSITY OF
MIDDLESEX

PROFESSOR OF LAW
Applications are invited for a Professor of Law. The post holder will be responsible for the teaching of law to students on the B.A. (Hons) and B.Sc. (Hons) programmes. The post holder should have a degree in law or a related discipline and should have at least five years' experience in the field of law. The post holder should also have a strong commitment to research and to the development of the Department of Law. Applications should be sent to the Director of the Department of Law, University of Middlesex, London, by 10th March 1980.

OXFORD

ST. HUGH'S COLLEGE

DANCE CHAIRMAN
Applications are invited for a Dance Chairman. The post holder will be responsible for the teaching of dance to students on the B.A. (Hons) and B.Sc. (Hons) programmes. The post holder should have a degree in dance or a related discipline and should have at least five years' experience in the field of dance. The post holder should also have a strong commitment to research and to the development of the Department of Dance. Applications should be sent to the Director of the Department of Dance, St. Hugh's College, Oxford, by 10th March 1980.

OXFORD

ST. HUGH'S COLLEGE

LECTURER IN HISTORY
Applications are invited for a Lecturer in History. The post holder will be responsible for the teaching of history to students on the B.A. (Hons) and B.Sc. (Hons) programmes. The post holder should have a degree in history or a related discipline and should have at least five years' experience in the field of history. The post holder should also have a strong commitment to research and to the development of the Department of History. Applications should be sent to the Director of the Department of History, St. Hugh's College, Oxford, by 10th March 1980.

SHEFFIELD

THE UNIVERSITY OF
SHEFFIELD

DIRECTOR OF FINANCE
Applications are invited for a Director of Finance. The post holder will be responsible for the management of the finance of the University. The post holder should have a degree in finance or a related discipline and should have at least five years' experience in the field of finance. The post holder should also have a strong commitment to research and to the development of the Department of Finance. Applications should be sent to the Director of the Department of Finance, University of Sheffield, Sheffield, by 10th March 1980.

ST. ANDREWS

THE UNIVERSITY OF
ST. ANDREWS

DEPARTMENT OF APPLIED MATHEMATICS
Applications are invited for a Lecturer in Applied Mathematics. The post holder will be responsible for the teaching of applied mathematics to students on the B.Sc. (Hons) and B.A. (Hons) programmes. The post holder should have a degree in applied mathematics or a related discipline and should have at least five years' experience in the field of applied mathematics. The post holder should also have a strong commitment to research and to the development of the Department of Applied Mathematics. Applications should be sent to the Director of the Department of Applied Mathematics, University of St. Andrews, St. Andrews, by 10th March 1980.

SURREY

THE UNIVERSITY OF
SURREY

DEPARTMENT OF MATHEMATICS
Applications are invited for a Lecturer in Mathematics. The post holder will be responsible for the teaching of mathematics to students on the B.Sc. (Hons) and B.A. (Hons) programmes. The post holder should have a degree in mathematics or a related discipline and should have at least five years' experience in the field of mathematics. The post holder should also have a strong commitment to research and to the development of the Department of Mathematics. Applications should be sent to the Director of the Department of Mathematics, University of Surrey, Surrey, by 10th March 1980.

SURREY

THE UNIVERSITY OF
SURREY

LECTURER IN PHYSICS
Applications are invited for a Lecturer in Physics. The post holder will be responsible for the teaching of physics to students on the B.Sc. (Hons) and B.A. (Hons) programmes. The post holder should have a degree in physics or a related discipline and should have at least five years' experience in the field of physics. The post holder should also have a strong commitment to research and to the development of the Department of Physics. Applications should be sent to the Director of the Department of Physics, University of Surrey, Surrey, by 10th March 1980.

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CAMBRIDGE

THE UNIVERSITY OF
CAMBRIDGE

LECTURER IN HISTORY
Applications are invited for a Lecturer in History. The post holder will be responsible for the teaching of history to students on the B.A. (Hons) and B.Sc. (Hons) programmes. The post holder should have a degree in history or a related discipline and should have at least five years' experience in the field of history. The post holder should also have a strong commitment to research and to the development of the Department of History. Applications should be sent to the Director of the Department of History, University of Cambridge, Cambridge, by 10th March 1980.

LIVERPOOL

THE UNIVERSITY OF
LIVERPOOL

DEPARTMENT OF POLITICAL SCIENCE
Applications are invited for a Lecturer in Political Science. The post holder will be responsible for the teaching of political science to students on the B.A. (Hons) and B.Sc. (Hons) programmes. The post holder should have a degree in political science or a related discipline and should have at least five years' experience in the field of political science. The post holder should also have a strong commitment to research and to the development of the Department of Political Science. Applications should be sent to the Director of the Department of Political Science, University of Liverpool, Liverpool, by 10th March 1980.

SHEFFIELD

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NEWCASTLE

THE UNIVERSITY OF
NEWCASTLE

LECTURER IN HISTORY
Applications are invited for a Lecturer in History. The post holder will be responsible for the teaching of history to students on the B.A. (Hons) and B.Sc. (Hons) programmes. The post holder should have a degree in history or a related discipline and should have at least five years' experience in the field of history. The post holder should also have a strong commitment to research and to the development of the Department of History. Applications should be sent to the Director of the Department of History, University of Newcastle, Newcastle, by 10th March 1980.

LIVERPOOL

THE UNIVERSITY OF
LIVERPOOL

DEPARTMENT OF POLITICAL SCIENCE
Applications are invited for a Lecturer in Political Science. The post holder will be responsible for the teaching of political science to students on the B.A. (Hons) and B.Sc. (Hons) programmes. The post holder should have a degree in political science or a related discipline and should have at least five years' experience in the field of political science. The post holder should also have a strong commitment to research and to the development of the Department of Political Science. Applications should be sent to the Director of the Department of Political Science, University of Liverpool, Liverpool, by 10th March 1980.

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Polytechnics continued

PROFESSOR AND HEAD
OF DEPARTMENT
OF LEGAL STUDIES

Applicants should have high academic qualifications and experience of academic administration at senior level. A record of successful research and professional practice in law are also desirable. Above all, the Head should be able to provide academic leadership to a vigorous well-qualified staff.

Salary: Head of Department Grade VI (£10,950-£12,075, but under review). The person appointed will also be considered for a Professorship. Further information and form of application to the Assistant Director (Administration), Trent Polytechnic, Burton Street, Nottingham NG1 4BU, to whom applications should be returned as soon as possible.

TRENT
POLYTECHNIC
NOTTINGHAM

CROYDON COLLEGE

Fairfield, Croydon CR9 1DX

HEAD OF SCHOOL OF BUSINESS, MANAGEMENT
AND APPLIED SOCIAL SCIENCES

Applications are invited for the above post which will become vacant on 1st September, 1980, on the retirement of the present Head.

The School does a considerable amount of advanced work at graduate and post graduate level.

The salary scale will be that of Head of Department, Grade VI, £10,950-£12,075, but under review.

Details of the post and application forms may be obtained from the Vice-Principal (Academic Administration) to whom completed forms should be returned by 28th March, 1980.

SHEFFIELD CITY POLYTECHNIC

Department of Urban and Regional Studies

RESEARCH ASSISTANT

A research assistant is required for work on the provision made for urban and regional studies in the Department of Urban and Regional Studies. The post holder will be responsible for the research and for the preparation of reports and for the presentation of papers at conferences and seminars.

The applicant will have an honours degree in planning, geography, sociology or other cognate disciplines and will be expected to register with CNUA for a higher degree.

The appointment will be for a fixed period of two years and salary will be within the scale £5,100-£5,800 plus 22 p.m. supplement.

Application forms are available from the Personnel Office (Dept. 200), Sheffield City Polytechnic, Halls House, Plains Road, Sheffield S11 6AB, by telephone 972 2971, ext. 207. Completed forms should be returned by 28th March 1980.

PLYMOUTH POLYTECHNIC

DEPARTMENT OF
ARCHITECTURE

LECTURER II

Salary: £4,806-£7,406

Applicants should have a degree in architecture or a related discipline and should have at least five years' experience in the field of architecture. The post holder should also have a strong commitment to research and to the development of the Department of Architecture. Applications should be sent to the Director of the Department of Architecture, Plymouth Polytechnic, Plymouth, by 10th March 1980.

PLYMOUTH POLYTECHNIC

DEPARTMENT OF
ARCHITECTURE

LECTURER II

Salary: £4,806-£7,406

Applicants should have a degree in architecture or a related discipline and should have at least five years' experience in the field of architecture. The post holder should also have a strong commitment to research and to the development of the Department of Architecture. Applications should be sent to the Director of the Department of Architecture, Plymouth Polytechnic, Plymouth, by 10th March 1980.

PLYMOUTH POLYTECHNIC

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ARCHITECTURE

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Announcements

NATIONAL LIBRARY OF
SCOTLANDReading Room
closure

The Reading Rooms of the National Library of Scotland (with the exception of the Music Reading Room and the Map Room) will be closed to the public from 5 pm on 21 March to 9.30 am on 31 March 1980 for essential redecoration.

Temporary accommodation will be provided in the Board Room for readers who wish to consult manuscripts and pre-1701 books. The Library will close at 5 pm (Monday to Friday) and 1 pm (Saturday) during this period.

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NEWSAGENT

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Union view

Charting the
right course
for polys

It is perhaps odd that, among the many views expressed on the question of polytechnic charters, one of the strongest should come from the Finlinton Report. In paragraph 4.92 of *Engineering, Our Future* we find, in italics, at the end of a strong line of argument, the conclusion:

"We consider there to be an urgent need to re-examine the management of engineering education in polytechnics. This may require their governing bodies are given greater authority to manage their activities within approved budgets."

It would seem logical that such "greater authority" could only come from the establishment of a charter within which a polytechnic operated. It seems equally logical that the opinion of such an impartial and thorough inquiry should be given appropriate weight.

Three main reasons stand out for believing that the granting of charters is an essential step in the development of polytechnics. The first is the sense of "corporate being" which would be engendered. The Court of Governors would cease to be merely a figure-head or a buffer between polytechnic and local authority. It would have genuine power and the responsibility to go with it.

The second reason is the need for greater, and faster responsiveness as discussed by Finlinton while the third lies in the role of polytechnics as degree awarding bodies.

At present, polytechnics "award" CNAAs. However, it is becoming widely accepted that the strongest case for awarding charters to polytechnics, for fairly obvious reasons, the controlling function of CNAAs cannot "with away" in the absence of polytechnic charters. It is worth digressing to look at the present system.

Currently, the ideas for a degree scheme are produced from a particular area or department within a polytechnic. In detail they include all matters from enrolment to graduation. They will probably be subject to internal validating procedures. After much discussion and some hazard, the CNAAs may validate the scheme.

Students successfully completing the course receive a certificate in forming them that they hold a qualification called a CNAAs degree. Their having studied at a particular polytechnic appears almost incidental. An impression is given that polytechnic degrees are different from, and therefore inferior to, those of universities.

Calling the award a CNAAs degree renders the qualification almost incomprehensible to many people outside the polytechnic system. The concept of a degree awarded by an organization that neither teaches nor examines is not easily understood, especially abroad; nor is the concept of the council itself, since it has no analogue in any comparable sphere of activity.

It is clear that some clarification is needed; people are now accustomed to hearing polytechnics and universities referred to in the same breath and find it odd that they do not bear also of university and polytechnic degrees.

CNAAs itself has acknowledged the need for change. In July 1975, the discussion paper *Partnership in Validation* was issued in which a greater degree of participation by the various institutions was envisaged.

There were criticisms of this document, and the ensuing discussions culminated in the publication last year of a new paper—*Development in Partnership in Validation*—which acknowledged the experi-

failures of our entire educational system. And failures that cost £100m a time—a third of the entire university research budget—come expensive.

There are many reasons for delays and increased cost in the construction industry. But one of the important contributing factors that is being mentioned increasingly is the poor calibre of the people who go into engineering management.

One reason is probably the comparatively low pay. But the other reason—harder to overcome—is the poor image which engineering has in the schools, the inability of so many universities to excite the interest of the best students in industrial-related disciplines, and the well-bred British belief that the steel piping and the mud of a building site is strictly for second class minds.

The diehards may argue that this is just another attempt to extol the value of industry beyond the bounds of reason and the best interests of the universities. It is not; nor is it meant to imply that there is no merit in the pursuit of scholarship for its own sake. But even the most long-necked ostriches have to recognize that the present balance, in a debate of arts and social science courses must be reversed.

The prosperity enjoyed by institutions of higher education—and by the nation as a whole—depends on our ability to improve the present wretched performance of British industry. It is as simple as that.

But will industry cooperate with the academic world? The latter starts making a real effort to meet its needs? Schools generally seem to be more willing—though there are exceptions—to link up with industry than industry is to establish contact with them. In higher education, so claim many businessmen, cooperating with institutions is a triumph of hope over experience.

We must face the fact that good liaison will not just happen. A catalyst is needed to convince both sides that it is to their mutual advantage. Since the local dimension is fundamental it is caught to be—for want of a better mechanism—the responsibility of some part of the MSC. The education unit in the Department of Industry might apply for a grant to draw up a guide for employers on effective and

creative methods of liaising with education on a wide range of fronts, from school contacts to sandwich placements.

But at the same time we need to put a new national impetus behind training, in the broadest sense. I believe our failure to do this so far is related to the nature of the MSC. It has too many "welfare" claims on its resources which distract it from what should be its overriding responsibility—training.

For example, the TOPS scheme offers enormous potential for the pursuit of recurrent education, but its value as a source of funds for those needing to broaden or improve their skills is lost because only the unemployed are eligible.

A National Training Board would be a far better instrument, providing it had clout as a result of controlling its own funds. Such a board could determine national training objectives and finance specific developments such as computer education and the much neglected technical level courses. The Special Measures Programme, or MSC, demonstrated the success of making funds available centrally for such initiatives.

A National Training Board might also manage to snap us out of the creeping confusion currently bedeviling opportunities for young people. For too much of the 16 to 19 debate is couched in terms of mopping up those who will not be stepping on to the higher education ladder.

In the past the main emphasis was on the apprenticeship system, but there has been a catastrophic decline in apprenticeship places. The truth is that we can no longer rely on vocational skills being provided by industry itself. And we face a dual dilemma: thousands of vacancies in the midst of unemployment, because there are not the skilled people available, and a rapid decline in the number and range of unskilled and semi-skilled jobs.

Without the firm guidance that a board could give, we face a grave danger during the present rearmament of public spending: the several departments and bodies involved in training separately cutting their budgets with a disproportionately great and indiscriminate cumulative effect, when in fact the training and implementation of training facilities should be a priority for national investment.

Jack Simmons

Failures that
Britain cannot
afford

Keith Hampson

ICI and BP Chemicals have just announced a huge refinery plant at Teesside. The plant was to be completed and cost £200m instead of the £100m the companies had planned. But ICI and BP Chemicals were not off lightly. The £200m is waiting for no fewer than eight power stations to be built nearby all of them are taking years to build than anyone expects. One at Dungeness, is going to be years late in starting up—much longer.

ICI is accused for delays and increasing costs in establishing major projects, is unbearable. European companies may be truly shocked but it is undermining the British economy and helping to drive out foreign investors build in the UK.

One point that readers what the directors of the CNAAs and of ICI have to do with THE TLS. Yet the answer is but an example of the

creative methods of liaising with education on a wide range of fronts, from school contacts to sandwich placements.

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Don's diary

Saturday

Most of the day is spent tentatively poking the various mechanical aids to our new life. We do actually have to walk around the house, but otherwise the cause of the energy crisis manifests itself everywhere. We become very circumspect about pushing anything which looks halfway like a button.

Off for a spin in our secondhand Volkswagen, bearing myself half to death the first time I breathe on the power brakes, and the assembled company three-quarters to death the first time I take a corner. Our eight-week-old son remains calm, if very wide-eyed, throughout an expedition which consists mainly of a visit to the local shopping mall. Here we go mad, and fill our huge station wagon with liquid barbeque smoke, six-packs of Lone Star beer and other interesting and invaluable accessories to Texan family life. We adjust instantly to the higher standard of living which balances the simple equation: more money—lower prices.

Sunday

It's 8 am, and time for the country music religion shows, which are absolutely spellbinding. We resolve to get up at 8 am every Sunday, even when the effect of changing time zones wears off, and resist untreaties to "come closer to God, stand by the TV. Later, amid reports of kitchen fires, and stalled cars in downtown Austin, we learn that the Iranian crisis is a Communist plot.

Monday

The first day of term, but I have no teaching until tomorrow. Most of the day is spent trying to find out how I should organize my classes, assess my students, and generally run my academic life. My new colleagues tell me to do what ever I want. I doubt that they really mean this, since the matter, some thought, and decide to do whatever I want. There will be no final exams, no tests and no computer-marked multiple-choice exercises, just coursework papers.

A chance to put my ideals into practice and let them don't fail for it. At least, since I am entitled to a graduate student to grade my papers, I need not sully my hands with any marking, and cannot break too much havoc.

Students phone all day, and seem to expect me to sell them my courses; I do my best. It is January 14, and 80 degrees outside. Most students wear shorts and look happy enough, while I try to imagine what Austin is like in summer.

Tuesday

The great moment! My first class starts at 9 am with a loud bell and every student in place, pen poised. Since this course involves playing games, the first class is five times bigger than any I've played with before. I am a little apprehensive. The problem is compounded by the fact that Texan students are considerably more assertive and belligerent than their Liverpool counterparts.

They seem to flourish in the atmosphere of imminent chaos. Several come up to me afterwards to congratulate me; I find this both presumptuous, and irresistibly flattering. Those who have hated it seem off to fill out their "drop" cards.

Wednesday

Most of the day is spent trying to sort out problems with the co-re readings. I was not surprised to

find that the bookshop had lost my order, but was astonished to discover that this was regarded as a major disaster by the students.

They look blankly at me when I assure them that everything is on reserve at the library; library books are obviously no good.

A commercial copying service comes to my rescue. I deposit course materials with them; they sell copies to the boys and girls. Everyone is happy making and spending money, particularly the students who, having paid for my stuff, immediately consider it valuable. It is 52 degrees outside. Everyone appears in several scarves and moans about the weather. I regard the weather map nervously, since it announces that the temperature is 5°F in other parts of Texas.

Thursday

My second burst of teaching reassures me that there is going to be absolutely no problem in filling up the timetable. The students display an unbelievably wide range of ability and knowledge. Some seem to know nothing about anything, asking questions which set me back on my heels. While I am still reeling, others pitch in with something really sophisticated. They all ask questions, listen carefully and take a lot of interest. Why should not they? They can drop my courses tomorrow if they get fed up.

One thing they do not like are my reading lists. They complain about the expense of buying all the books, and the time needed to read them. I explain about the book-buying habits of British students, and the consequent nature of British reading lists. Even the apparently bright ones do not understand this, and I will have to try again next week, before they are all bankrupt.

This evening we hit the town, courtesy of Bath, our all-American, gum-chewing, High School baby-sitter, who goes to the Whiskey River Saloon, pay three dollar cover, drink ice cold beer in cant, and watch the live country music, feeling pretty English. I try to imagine what I would look like in a cowboy hat, but sadly decide that everyone would laugh at me when I got back to Liverpool.

Friday

I pass my first examination in Texas! I am now the proud owner of a Texas driving licence. Actually, let me take some of those exclamation marks back, there was no driving test, since I had a British licence, just a multiple choice examination. School buses figure as prominently in this as they do in every newscast (and in every advertisement for a new housing development just outside the city limits, where you can live life just like it was in the good old days).

"White flight" has yet to gather sufficient momentum that they raise the speed limits on commuter roads; as long as I remember this, my licence is safe. The advantage of a Texas licence is that I can do grown-up things like cash cheques. The disadvantage is that they have my thumbprints.

My colleagues buzz around doing their departmental chores. As a visitor, have none, and sit in the sun, drinking beer and watching the students stroll by in their shorts, glide by on their roller skates, and cruise by in their convertibles. They all seem pretty mellow, and I must admit, I am beginning to feel pretty mellow too.

Michael Lavel

The author is taking leave from the University of Liverpool and starting a visiting appointment in the Government Department at the University of Texas, Austin.

Laurie Taylor



"So far then everyone agrees that question three on the sociolinguistic theory paper 1 should read: Q3. Full stop. Open double inverted commas. The Whorfian Hypothesis... with capitals for Whorfian and Hypothesis. Right? Good. The Whorfian Hypothesis owes rather less to the linguistic theorising of Whorf himself than it does to the desire of commentators to construct a relativist dogma. Full stop. Close double inverted commas. Discuss with reference to other conceptual scapegoats in linguistic theory. Full stop. Now any further comments before we move on to question four?"

"Well, Gordon, I don't want to be pedantic but this is an actual quotation? That first bit, I mean, you're putting it in quotes as though someone has said it, whereas I thought that last year we'd agreed to the general rule that the only quotations which were to be placed in quotation marks were statements made by someone other than the course tutor or his personal friends."

"Thank you Doctor Rabitz. You do usefully remind us of previous decisions in this area. Unfortunately though, your memory is fallible, the voting on quotation marks last year was tied eight all and I refrained from using my casting vote. You are perhaps thinking of the majority decision which was reached over the use of initial capital letters for words which carried an ideological bias. That, as I recall, resulted in a very solid 12 to four in favour of capitalisation for Jan but not for Jot. So we have Whorfian, Latinian but Marxist and Stalinist. A rather surprising decision, I feel at the time. Still, yes, Quotations? "

"While we're thinking about quotation marks, sir, I wonder if I could draw the attention of the examiners' committee to two clumsy phrases in the present wording. Firstly the construction 'rather less to x' then it goes to y'. Surely rather is redundant here."

"And while I don't want to drag things out, if you agree with me that rather should go, then might we not also correct the infelicitous phrase 'but rather such as' in the second sentence. By any acknowledged standards that should read 'to such other'."

"Mr Chairman, I really do vividly object to Dr Quinlock's attempt to stir up the rest of us with correct usage, language changes, it seems to me, is a dialectical relationship to that which it represents, that is its essence. Dr Quinlock's intervention, if I may say so, is dangerously reminiscent of the way in which he attempted to influence the vote in our 1975 debate on whether a colon or semi-colon is appropriate immediately after the formulation 'Write brief notes on any of the following'. Surely we can make some progress in these matters, at least we seem to be moving backwards."

Gentlemen, gentlemen, I don't think any of us wish to revive the complex ideological argument about the use of semi-colons rather than full stops (if you excuse the phrase Dr Quinlock) rather than our differences. There was, for example, our historic agreement limiting the use of the infinitive to three on any one paper, and of course the unanimous 1976 vote totally outlawing 'in what ways?' and 'do you agree?' and finally last year's majority decision to allow the setter to have the casting vote whenever the issue of the total incomprehensibility of a question was raised. Surely no-one who dwells on such a range of advances could possibly suggest that this examiners' board had failed to make significant progress in the last decade..."

LETTERS TO THE EDITOR

Financial restraints and the AUT

Sir—You are no doubt aware that at its December meeting the Council of the Association of University Teachers called on the membership to "support a national campaign against education cuts and to participate at national level with other unions in campaigns against public expenditure cuts".

It also asked the executive to organize a national day of protest with other university unions on all aspects of Government cuts in university expenditure.

I learned only on February 5 from a branch notice, that these resolutions are now to be acted upon.

While, of course, cuts have been discussed at local branch meetings, I have certainly not been aware that this was a prelude to tabling such motions before Council. Nor do I recall having been invited to inform a delegate to Council how I would wish him to vote upon such motions. But that may be explained by my own inattentiveness.

One thing is certain, however. There has been no attempt by the AUT to ascertain by ballot whether or not a majority, let alone a substantial majority of AUT members would wish to be associated with the actions and attitudes implied in the above resolutions. In view of the dimensions of the issue—a direct challenge to the Government to reverse a policy declared in the party manifesto upon which it was elected—this seems to me to be deplorable.

I voted to put this Government into office. I did so in full aware-

ness of the Conservative Party's intention to cut public expenditure. I was not so simple-minded as to imagine that that policy could or should exclude universities in general, or even my own career and salary prospects. None the less, I voted as I did because I believe that particular interests ought to be subordinate to the national interest which, in my opinion, requires cuts in public expenditure of a much more radical nature than this only moderately reforming Government has yet begun to contemplate.

It is a fact that sufficient of the electorate voted Conservative to elect this Government with a massive majority. The university profession is not, I believe, untypical of the electorate at large. It is therefore reasonable to assume that it reflected that electorate in the way that it voted—in other words a significant number of AUT members must have voted Conservative and, presumably, understood what they were voting for. That to commit the AUT, lock, stock and barrel, to the resolutions seems to me inevitably to associate many individual members—perhaps even a majority of them—with policies and actions that they made at the time of the general election, and which must be objectionable to them.

When the question arose as to whether the AUT should join the TUC, the matter was put to the ballot before Council committed the association one way or the other.

For it was presumably understood at that time that the matter was for no important to be left to delegates to decide.

I suggest that the extreme political partiality of the present AUT policy puts it in a similar category and that it, too, ought to have been put to the ballot before Council took up a public posture on behalf of the whole association. By failing to do this Council seems to me to have emulated the arbitrary practice of an industrial trade union.

One consequence of Council's action must be to create the public impression that this university profession as a whole sided with the extreme political position of the AUT in its intransigent opposition to the will of the electorate. I do not believe that that represents the truth. But I do believe that the incorrect impression will damage the opinion of the public who will not, with good reason, regard it as self-centred and indifferent to the profound national desire for political and economic reform.

I urge all colleagues who regard the policy of cuts in public expenditure as reasonable and necessary, and who scorn to plead for exemption from discomforts that ought to be borne patiently for the national good, to make their views known; and thus to correct in some measure the damage done by Council's somewhat ill-considered initiative.

Yours faithfully,
DR MERVYN HUSKETT,
"Cherry Hay",
Wrotham Road,
Meopham,
Kent.

Working-class students

Sir—In your report last week, meeting between the DES and the VCPS, it is stated that "the chancellors were reluctant to be up the proposition of working-class students" and that "no judgment based on applications to provide a class bias would be to the dangerous ground".

This statement implies that the DES should accept students into university on the basis of past performance rather than future promise, and that the two are the same. They are not. It is well-known in agreement with common sense, for a given A level performance, a student could have been prepared for the university, or likely to do less well subsequently than those who had been less prepared.

One of the now accepted grounds of evidence for that statement is the fact that the proportion of students at Herford, Oxford and other colleges has increased. It is not clear from comprehensive schools would therefore appear vice-chancellors in not to be prepared to accept a mediocre student in a safe ground may be found.

The DES decision to impose full-time tuition fees on all students may price these students out of British institutions, leaving a hole in university incomes which cannot be plugged by recruiting additional students to cope with falling in-

come. A similar lack of certainty and direction characterizes the other prongs of the Government's spending strategy. Institutions do not know whether they will be compensated in full for salary and wage movements, or for the unavoidable inflationary momentum built into incremental salary structures.

It is hardly surprising that the atmosphere of uncertainty has generated a multiplicity of conflicting views within the universities. Three broad views emerged from the THES survey. At one extreme many vice-chancellors are profoundly despairing about the trend of Government policy and see no escape from a future of declining numbers, ageing staff and shrinking departments. At another, some vice-chancellors believe that the plight of the universities is less gloomy than it appears, and that a "crying wolf" too often will merely diminish the universities' national standing and credibility. A third group, notably Lord Flowers and Professor Dahrendorf, believe that the crisis is grave but it can be weathered if sufficiently radical decisions are taken about where our

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HIGHER EDUCATION SUPPLEMENT
New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234

Why we need a new Robbins

Britain's university system, at its lowest ebb for a decade. A survey conducted last month by *The THES*, and published today on page 7, confirms that most universities have already suffered a real decline in income of between 3 and 10 per cent and fear greater cuts as Government policy on overseas students and cash limits begins to unfold. Viable levels and most institutions are budgeting for deficits of between £250,000 and £500,000. The "trifling" introduced five years ago to ensure some sort of planning horizon for the universities has disappeared in the new bout of cuts, leaving institutions no breathing space to absorb the shock of new cuts which are bound to follow.

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priority institutions are and how they can be protected.

But where are these decisions to be taken? Nothing in its history has prepared the University Grants Committee for a period of decline like the present one. The clamant objections which greeted the recent Atkinson Report on Russian studies made it clear that the UGC alone does not carry the sort of authority which would enable it to adopt too drastic an approach to university finances. At the DES, meanwhile, Dr Boyson continues to talk about the need for long-term planning across the binary line, but prevaricates whenever real planning issues arise—such as the need for central planning of higher education in the public sector.

To guide the universities through this crisis it has created, the Government should enlist the expertise and opinions of those engaged in higher education, not proceed covertly through administrative "broadsheets" and bureaucratic meddling with the course approvals system. We need a Robbins for the grey 1980s and 1990s as much as we did for the golden 1960s.

Any change in the present arrangements is bound to be viewed with suspicion, especially when it is planned by a Conservative government. The initial reaction from NUS was one of guarded acceptance of the plans but, with national elections on the horizon, Mr Trevor Phillips is unlikely to risk the fate of a previous outgoing president, Mr Sue Shipman, who was castigated for welcoming Labour's proposals on this same subject.

The present system, it is argued, works quite adequately and does not invite confrontation. Indeed, the desirability of a new system should not be confused with the traditional criticisms of unions' political activities. The law is perfectly capable of dealing with the increasingly rare cases of ultra vires payments and all the large unions have auditors who should insure against financial impropriety.

However, there is a basic fault in the existing arrangements, which is that the universities do not have to foot the bill. The incentive to delve deeply into budgets and run the risk of upsetting relations is obviously not so great when someone else is paying. It may not be enough to prevent them sitting down with all sides to agree in advance guidelines to prevent confrontation later.

Hayling demolished a system which works to the satisfaction of most of the parties involved, the Government cannot simply turn its back on the consequences. Dr Boyson has told NUS there can be no national education in disputes but this should not prevent him sitting down with all sides to agree in advance guidelines to prevent confrontation later.

The vocational—or socially applicable—thrust of the whole system is also reflected by the role of research within higher education in the GDR. The linkage between research and teaching is constantly invoked, but coupled with the assertion that research for its own sake has no value. It is applied research which is coupled with instruction and so closely linked to industry as well, and which appears to represent the whole of research within the higher education system.

Questions about basic research in the American sense, quickly bog down into semantic confusion, because the German academic term for basic and fundamental is the same. As a result, the presence of basic research was consistently asserted, but what was meant with presumably equal consistency was mastery of the research fundamentals from which applied research derives, not pure basic investigative and speculative research in the most advanced American sense.

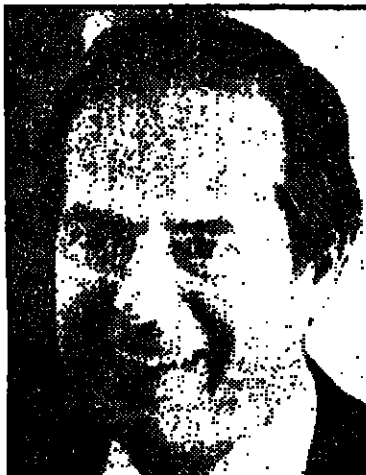
A fellow American observer during the visit remarked that, in terms of the familiar concept of research and development, the saw little research, but an omnipresent emphasis on development. The single stated goal of research and teaching throughout the system is to enhance productivity.

It must, however, be added that the GDR is carried on in the Institutes of the Academy of Sciences. These, however, lie outside the system of

higher education and were not observed. Frequent references to them would infer that they, too, are primarily devoted to applied research.

Ideology apart, so tight a gearing of higher education and research to increased productivity makes sense for a society with an acknowledged scarcity of resources, including labour force. And this combination of scarcity and search for increased productivity—personally, accounts also—ideology again apart—for the fact that higher education in the GDR exhibits an achievement-oriented merit system.

Respect if not admiration for the GDR



Steven Muller

Only recently returned from a week-long exposure to the system of higher education in the German Democratic Republic, I thought it worthwhile to report a few major impressions. A week is not long, no matter how intensive and there is no intention to claim instant expertise. But apart from the political context—whose character must be assumed as known—and without even attempting comprehensive description, comment on some key aspects of higher education in the GDR may be of interest.

Were one compelled to find only a single word to characterize the whole system of East German higher education, vocational would perhaps serve best. The stated purpose of the system is to prepare students to be socially productive.

There is great emphasis on close linkage to industry. Students are required to experience a period of industrial employment before matriculation; whenever possible the curriculum contains a practical experience in industry; and in fact the available number of places in a field of study is determined by the needs of industry and the professions. There were a total of 127,473 students in 53 institutions of higher education in 1978, and of these some 37,000 were studying technology (with another 6,800 in agricultural science), nearly 18,000 were studying in economics, and just over 27,000 were preparing to be teachers.

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Formally, there is no *numus*, *clausus*, and the official position that admissions are open to all qualified applicants. In practice, the qualifications are set high, and extensive counselling is used to channel applicants toward specific fields of study. It is acknowledged that there is excess demand for medical study. There is policy to maintain a set mix of class backgrounds among students in higher education, and as a result children of intellectuals are on occasion denied admission. In general, however, admission proceeds on a merit basis, and that is reflected in the quality of students.

For a society with scarce resources, the investment in higher education is impressive. While the total of students has declined from a peak of 160,000 reached in 1972 to the present 127,000, this total represents a doubling since the early 1950s.

Many of the present institutions were founded only in the 1950s and 1960s, and the condition of their physical plant and facilities is impressively good for a society in which housing and all other forms of construction remain in acute short supply. In the same way, 20,000 beds for higher education were added to student quarters between 1970 and 1978, bringing the proportion of students so housed from below 65 to about 75 per cent. And at two of the institutions visited additional student refectory facilities had just been completed at one and were under construction at the other.

The GDR has gained international recognition in sport, and there is physical fitness for all students in higher education. There is a uniform curriculum for each field of study, that applies to all students in that field, no matter what their institution and, in addition to Marxist-Leninism and a selected foreign language, sport is the only other subject required of all students in every curricular plan.

Conversation indicated freely that the sports requirement is not universally popular, but it does appear to be generally enforced. The education of sports instructors represents a field of study in higher education.

Within the limits set for it by national policy, the GDR has a system of higher education that works effectively and efficiently. During a short visit of inspection, an outside observer has difficulty in determining whether traditional German attitudes and behaviour outweigh socialist practice or vice versa, but without question the traditional German character is in evidence.

The GDR lays claim to its historic succession and, while the Fascist (Nazist) regime and the Communist (Socialist) period under Hitler is universally denounced, all other aspects of German history and culture are positively invoked and studied.

There are fewer than 3,000 students in the cultural and artistic sciences, 2,000 in languages and literature, and less than 2,000 in the arts. But among the 53 institutions of higher education there are four conservatories of music, an academy of dramatic arts, two art schools, and an institute for literature and research and teaching in the field of Germanistics is present in the universities.

The Humboldt University in Berlin strongly identifies with its past, and so in particular does the University of Rostock, which proudly traces its history back to 1419 and the great days of the Hanseatic League.

One comes away with a feeling of considerable respect, though not necessarily admiration. The system of higher education in the GDR, involving approximately 11 per cent of the age group as students. These students accordingly are quite carefully selected, and their education is rigorous, demanding and competent. They appear to make an easy transition into industrial and professional employment. What one misses (and the evident efficiency is the efficient, the spark of controversy, the free spirit) but then did one expect to find it?